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UNIVERSITY OF ILLINUIS

THE INDEX

CLASS ANNUAL, '93

ILLINOIS STATE NORMAL UNIVERSITY

NORMAL, ILLINOIS

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UNIVERSITY OF ILLINOIS

EDITORS:

JAMES H. FORRESTER PAUL E. GRABOW HERBERT C. WADDLE

President, Ex-Presidents, and Faculty

Illinois State Normal University

WHO HAVE DONE SO MUCH FOR THE ADVANCEMENT OF HIGHER EDUCATION IN THIS STATE,

We, the Editors, Dedicate this Book.

TO THE

Alumni and Former Students

We Dedicate this Book.

To All

WHO SHALL FIND IN THESE PAGES CAUSE FOR PLEASURE, EXULTATION,

GRATIFICATION, OR------

We Dedicate this Book.

C IllamPi 1893

EDITORIAL ...

EAR READERS:

One year ago the first class annual ever published in the Illinois State Normal University made its appearance among us, a welcomed stranger. It was a work

of no mean proportions, but through the zeal of the editors and the encouragement of both Faculty and students, a souvenir was presented, which met the approval of all.

We now offer for your perusal THE INDEX of '93. What additions, omissions, what improvements have been made, we leave for your own discovery.

It has been a work attended with great difficulties. Faculty and students alike have been engaged not only in the press of the regular routine of school work, but in the preparation of our exhibit at the World's Columbian Exhibition. What work this meant all who participated will readily understand.

We have cheerfully borne the burden and have no excuses or regrets to offer. We should have been much pleased, however, had a few members of the Faculty been more obliging in rendering the slight favors asked. Had they recognized the difficulties under which editors labor, they would undoubtedly have responded more cheerfully.

We have attempted to make THE INDEX a live souvenir, and our aim constantly has been to edit a volume whose tone should be in accordance with the spirit of the school, and hope nothing may have crept in between the covers to mar or sully the virginity of the page. Remember, THE INDEX is a mirror which reflects the miniature world in which we "Live, move, and have so sweet a being;" and should you, as you peep therein, see a reflection which perchance may be distorted, it may be from the fact that you may not have "the gift to see yourself as others see you;" therefore, in your criticisms, be just, and remember that:—

"Authors are partial to their work 'tis true; Are not critics to their judgment, too?"

But the editorial rooms are now forsaken; no longer will the scratching pen or clipping shears be seen or heard in their accustomed places; their work is o'er. Should there be any whose desires to renew their acquaintance with the editors attain the point of ebullition, to them we would say, much as we should desire that honor, we must refuse at present, and refer them and all suggestions to the Board of Editors of '94.

With the kindest of wishes to those who may have received our kind and touching notices, with regrets to those whose names may not have glided so smoothly from our pen, or perchance have been forgotten, and with the deepest of gratitude to all who have in any way aided us by word or deed, we present to you for your inspection, your enjoyment, your criticism, "THE INDEX of '93."

EDITORS.



here is a time in every man's education when he arrives at the conviction that envy is isnorance; that imitation is suicide; that he must take himself for better for worse, as his portion; that, though the whole universe is full of sood, no kernel of nour-ishing corn can come to him but through his toil, bestowed on that plot of ground which is given him to till."





GEN. CHARLES E. HOVEY. 1857-1861.

HISTORY···

ILLINOIS STATE NORMAL UNIVERSITY has for over a third of a century exerted a wide influence. Its power for good has not been limited to the state of Illinois, but it has passed beyond the boundary lines,—north, south, east, and west,—until nearly every state and territory has felt its influence.

How such an institution originated and what events have marked its development must certainly be of interest to every one into whose hands this book may chance to fall.

The idea of a State Normal School became firmly rooted in the minds of the teachers of the state about 1856. In February, 1857, the legislature passed, and Governor Bissell approved, "An act for the establishment and maintenance of a Normal University." The reason for calling this school a University was to secure a fund which was set apart for the establishment of "Universities." The act provided for a Board of Education to which was given the power to locate the Normal University at a suitable place where the most favorable inducements were offered.

May 7, 1857, the Board met at Peoria to receive bids and decide upon the location. Peoria and Bloomington were the chief

competitors, but Bloomington's bid exceeded Peoria's by about \$90,000, and the better offer was accepted.

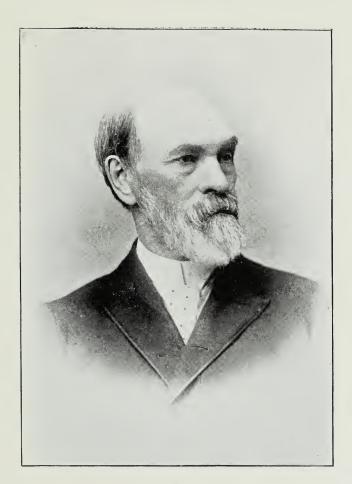
The corner-stone of the building was laid September 29, 1857, with appropriate ceremonies, presided over by Hon. A. J. Merriman, still a resident of Normal. We can hardly imagine that the beautiful campus was then a bare prairie,—a part of it a corn-field,—and that Normal existed only in the minds of the far-sighted philanthropists of the day.

Owing to the financial crisis of 1857, the work was discontinued some eighteen months, so that the building was not entirely completed until 1861. We can never fully appreciate the heroic struggle maintained by the friends of the institution during the embarrassments that resulted from this great financial crash.

The Illinois State Normal University began its life in Major's Hall, in Bloomington, October 5, 1857. Here Charles E. Hovey, principal, and Ira Moore, assistant, with twenty-nine pupils, in a dingy room, began the work of the institution. At the close of the third year the first commencement was held in the assembly room of the present building.

Leaving the cradle of its birth at the beginning of the Fall Term of 1860, the Illinois State Normal University removed to its permanent and more spacious home in the new building. Here, nourished by the state and guided by wise hands and devoted hearts, it has continually increased in influence and reputation.

In the summer of 1861, the country's call drew from the University its devoted principal, Mr. Hovey, and all the instructors but two, together with most of the young men. Perkins Bass



DR. RICHARD EDWARDS 1862-1876.



was made temporary principal and began the Fall Term with about eighty students, nearly all ladies. In June, 1862, Dr. Richard Edwards was made president and held the office until 1876, when he resigned. He was succeeded by Dr. Edwin C. Hewett, who at that time was an instructor in the school. After fourteen and one-half years of judicious management, Dr. Hewett resigned, and was succeeded, in June, 1890, by President John W. Cook.

It would be interesting to note in detail the various changes that have been made during the past years, but we shall speak of them only in a general way.

The growth of the state in population and the general intellectual advancement caused a steady increase in attendance, until the last annual enrollment is 1,236. The lady students have always outnumbered the men, particularly in the Normal Department, where at present the ratio is over two to one.

The work of the school remained essentially the same until 1883; since then many definite changes have been made. The two most important are the increase of professional work and the introduction of science work into the Model Department.

Additions have been made to the Faculty as necessity demanded until now the corps of instructors numbers twenty-one members—twelve men and nine women.

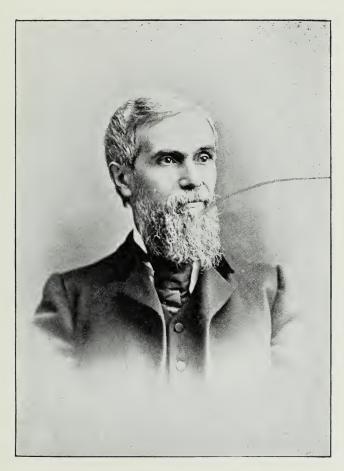
On an average the instructors of the last ten years are younger than those before that time, which may in part account for the athletic spirit that has been growing steadily. And let us hope that the day is not far distant when a gymnasium will be added to the number of beautiful buildings already existing.

The first noteworthy change in the Normal was removing the old desks and replacing them with new ones. In 1889, the steam boilers were removed from the basement and placed in the "Engine House," which had been constructed for that purpose.

For a number of years a need of more room was greatly felt. The attendance had become so large that the one building was more than crowded; Model School classes were taught in gloomy rooms of the basement, in corners, under stairways—anywhere. But, through the energetic efforts of President Cook and others, the legislature of '91 appropriated \$18,000 for a Training School building. This was begun in the fall of '91 and completed for occupancy at the beginning of the Spring Term following.

During the summer vacation of '92 the old building underwent a siege of much needed repair, and during the Fall Term the kerosene lamps were replaced by electric lights.

The Library first occupied the narrow hall west of the assembly room; each of the societies had a library in its own hall; later, all the books were shelved in a single room on the first floor, but now two large, commodious, well lighted rooms are set apart for library purposes. Thus have the improvements been increasing steadily, and we are now looking forward to the time when a gymnasium with competent instructors shall form a part of our school course. Though the legislature has been adverse to granting an appropriation for such a building, yet, with President Cook at the helm (and we hope and pray the hydra-headed political monster may not interfere), we need not despair.



DR. EDWIN C. HEWETT. 1876-1890.





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Biography of the Faculty.

JOHN W. GOOK, A.M., LL.D.

RESIDENT JOHN W. COOK was born in Oneida county, New York, April 20, 1844. When he was but seven years of age his parents removed to McLean county, Illinois, and located at what is called Oneida crossing, about nine miles north of Normal. Here he attended school in a log school house about nine miles northeast of Normal. In the spring of '53 the family moved to the little village of Kappa. Here the remaining years of his boyhood and youth were spent, much like those of the other boys of the village,—attending school during the winter, working on a farm, assisting his father, the agent of the railway company, or clerking in a store in the summer. As a boy, he took unusual interest in farming, and spent considerable time working for farmers at from eight to ten dollars per month. Subsequently he carried on farming for himself.

In 1862, Mr. Cook entered the Illinois State Normal University as a student in the Normal Department. After graduating, in 1865, he was employed for one year as principal of schools at Brimfield, Peoria county, Illinois. He was called the next year to the principalship of the Grammar School in the Model Depart-



ЈОНИ W. СООҚ, А.М., LL.D. 1890 —



ment of the Illinois State Normal University. This position he held until 1868, when he was appointed to supply the place of Dr. Hewett for one year, in the Chair of History and Geography. On Dr. Hewett's return to his work, in the fall of '69, Prof. Cook was placed in charge of the work in Reading, which position he held until his appointment to the Professorship of Mathematics and Physics, in 1876. This position he filled until his promotion, in 1890, to the presidency of the noble institution to which he had already devoted his best efforts for almost a quarter of a century.

Besides the regular school work, Mr. Cook has been connected from time to time with various business enterprises, such as editing and publishing the *Illinois Schoolmaster*, and later, the *Illinois School Journal*. As a lecturer, he is probably as well known as any educator in the state.

A character sketch of our President would reveal many attributes worthy of a fuller presentation than our space here permits. Among these may be mentioned his extraordinary capacity for hard work. The whole sweep of his life, from the plowboy, breaking prairie with five yoke of oxen at eight dollars permonth, to his present position, has been one of unremitting toil. It would be difficult to find another teacher's life with so little of relaxation. His characteristics as an instructor are so well known that we forbear mentioning them here. But we cannot close even so hasty a sketch as this without speaking of one other salient feature. We refer to his executive ability. Whatever he has undertaken has been pushed with a singleness of purpose, and an indefatigable vigor of execution that belong to

strong natures only. He possesses to an eminent degree the "genius of accomplishment." He has a large circle of friends and acquaintances, outside the ranks of teachers, among professional and business men. This gives him a peculiar fitness for the management of a great educational institution. The strong pressure of his guiding hand has already been felt on the tiller. A new twenty-thousand-dollar Training School building, now occupied by the Model School, and the internal reorganization of the old building, due chiefly to his aggressive earnestness, is the first movement of his administrative effort. This was a much needed improvement, but we look forward with confidence to still greater achievements.

THOMAS METGALF, A.M.

HOMAS METCALF was born sixty-seven years ago, in Norfolk county, in the famous old state of Massachusetts. His father was a farmer in poor circumstances, but, with the true love for education, he managed to give his children the advantages of public school instruction, with a year or more at an academy. The public school at that time "kept" only for five months of the year, in the warm season, in order to save the expenses of heating during the winter. During the long winter months the Metcalf children were employed in braiding straw for bonnets, at which occupation young Thomas was employed for seven winters.

The critical period of the youth's life came soon. While busily cutting weeds in the corn-field one day, he was surprised

beyond expression when called upon to take charge of the district school "just for one day," the regular teacher having left on account of homesickness. With his keen insight and native ability, the young schoolmaster made wonderful progress, and for eleven weeks he remained at his position, which was to have lasted only one day. At the age of twenty, he took a year's course at the Bridgewater Normal School, after which he engaged as sub-master in the Grammar School on Bunker Hill. Mr. Metcalf came West and took an assistant's position in St. Louis, where he taught five years. From that city he was called in 1862 by President Edwards to the Illinois State Normal University, where for twelve years he was Professor of Mathematics. In the autumn of 1874 he was appointed Training Teacher, which position he has held ever since. Fifty years of active school life have passed away, but Mr. Metcalf still retains the vigor and strength of a much younger man. Many are the feet he has aided over the rugged paths of the teacher's life, and many indeed are they who look back to Prof. Metcalf as the source of the inspiration that has led them on to success.

BUEL P. GOLTON, A.M.

UEL P. COLTON was born at Princeton, Bureau county, March 23, 1852.

He graduated from the Princeton High School in 1870, and from Amherst College in 1874. He began his career as a teacher of science in the Princeton High School, which position he filled with credit for four years. But his characteristic desire for thoroughness in scientific study led him to fields where such widening and deepening of scientific experience might be enjoyed, and we find him spending two years, 1881–3, at Johns Hopkins University. During the summer of 1881, at Beaufort, North Carolina, he made a special study of the development of the sea urchin, an account of which was published in the Johns Hopkins paper. The following summer he made a collecting trip from Baltimore to Charleston. This trip was filled with interesting incidents and with adventures, both by sea and land. In the interests of science he suffered many privations and dangers. From the results of some exposures he has never fully recovered.

The summer of '86 he spent at Annisquam, Massachusetts, in the laboratory connected with the Boston Society of Natural History. Several summers have been spent in institute work. In '92 he taught in the Summer School of Colorado Springs.

Professor Colton first published the *Practical Zoology* in 1886. Besides being used at Normal, it is now in use at the State University at Champaign, and in other leading institutions of learning in the West.

The Science Department of the Illinois State Normal University first felt the impulse of his presence in 1888, he being called here from five years of teaching in Ottawa, Illinois. Since that time the Science Department has been steadily growing in breadth and depth.

Professor Colton loves correctness. He does not reach conclusions in scientific investigation carelessly, and states as scien-

tific facts only what through abundant proof he knows to be true. Because of this he is rapidly coming forward as one of the leading scientists of the West. He has skill and wide experience in dissection.

While at college he took considerable interest in *athletics*. When we get the *gymnasium* we hope to see him step to the front and work a revolution in the appearance of some of the round shoulders and awkward gaits of far too many of our young men.

Best of all, he has a happy home, having married in 1883. No sketch of his life would be complete if it did not mention the one who fills his home with an atmosphere of love and peace. God has blessed him with a loving, cheerful wife.

DAVID FELMLEY, A.B.

ROFESSOR DAVID FELMLEY was born near Somerville, New Jersey, April 24, 1857. His father was of German origin and his mother of Holland Dutch, of the well-known Voorhees family. When he was but three years old his father died and his early education was left to his mother, who sent him to the village school at Somerville.

In 1868 the family moved West and settled in Perry, Pike county, Illinois, on a farm. Here the remainder of Mr. Felmley's boyhood was spent in a home well provided with books and periodicals. At this period he was an insatiable and omnivorous reader, and obtained a large fund of general information. A farm hand, who was something of a naturalist, gave him a strong

impulse towards natural science and a good beginning in the study of botany and zoology by a rational method. An inspiration to study mathematics and literature he now credits to Joseph Dobbins, a former student of our Normal School.

Entering Blackburn University, Carlinville, Illinois, in 1873, Mr. Felmley remained there three years, where most of his time was devoted to the classics. At the age of nineteen he entered Michigan University, Ann Arbor, and took advanced standing, graduating in three years. In college he enjoyed the high esteem of the faculty and became much attached to Professors Olney and Demmon. In Pedagogical study he received much help from William H. Payne. While in college he took an active part in the literary societies, was fond of debate and of games requiring a retentive memory and skill in combination.

Before his last year in college, he taught school for two years, one year in the country near Virden, Illinois, and the other at Carrollton, Illinois. Graduating from Ann Arbor in 1881, he returned to Carrollton as Superintendent of Schools, and remained there until he came to Normal in 1890, where he took the position of Professor of Mathematics in this State Normal School.

He was married in July, 1887, to Miss Anta Stout, who had been a pupil of his, and who was also a teacher. Mr. and Mrs. Felmley have two children, both girls.

Mr. Felmley's favorite studies at present are natural science and political economy. Since 1875 he has followed closely that scientific movement of which the *Popular Science Monthly* is the leading exponent, and he has been led to believe in the superiority of scientific education as opposed to the classical. As is

the case with most people who enter upon the study of economic and social questions, his interest has deepened with the fuller perception of the injustice that flows from outgrown institutions.

He was in sympathy with the granger movement; he is a free-trader, and is, on the whole, a firm believer in personal liberty. He is an advocate of the single-tax theory, and has no sympathy with those who live off of the labor of others without giving an equivalent.

Besides his labor as teacher in the Normal School and as secretary of the Faculty, he does a great deal of professional work. He is an institute instructor; he attends all meetings of the State Teachers' Association, and he has often assisted State Superintendent Raab in his official duties. Then, too, he keeps in touch with the world.

Because he has such wide interests in many fields of knowledge, and because he is solicitous for the welfare of all persons about him, he is more than a mere pedagogue. People in various parts of the state unite with his more earnest pupils in designating him a true teacher.

RUDOLPH R. REEDER.

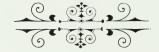
WDOLPH R. REEDER is a native of Warren county, Ohio, where he was born January 5, 1859. In 1866 he, with his parents, came West and settled near Mattoon, Illinois. Later they removed to Moultrie county, and in 1874 came to Normal.

Mr. Reeder's boyhood and youth were spent on the farm, and the district school was the scene of his first strivings after knowledge. When the family came to Normal he entered the public school, but soon entered the High School Department. When but seventeen he taught his first school. Later he entered the State Normal University, and for five years attended the Spring Term, teaching or working on the farm the rest of the time, to pay his own expenses.

Mr. Reeder was chosen Principal of the Public Schools in Rutland in 1880, which position he held for three years. While in this position he employed his leisure time in the pursuit of his studies, and in 1883 graduated from the State Normal with honor, having completed the required work in less than the regular time.

Since graduating he has served his Alma Mater nobly in the positions of Principal of the Grammar Department, Assistant Training Teacher, and Professor of Reading and Elocution, which position he how holds. Besides his work as a teacher, he was associated with Professor John W. Cook as editor and publisher of the *Illinois School Journal*. He was married June 20, 1883, to Miss May Hewett, daughter of Dr. E. C. Hewett, of Normal.

Mr. Reeder is a man of sterling Christian character, and his teaching is marked by earnestness and enthusiasm, which qualities he has the rare power of inspiring in those with whom he comes in contact.



GHARLES McMURRY, Ph.D.

R. CHARLES McMURRY, our present Training Teacher in the Intermediate Department of the Model School, is not a stranger to us.

Though born in Indiana, he is an Illinoisan. He entered our Model School when eight years old, graduated from the High School, spent two years in the University of Michigan, and taught four years in the rural and village schools of Illinois.

We next find him teaching in Colorado, chiefly in the Denver and Pueblo schools, after which four years were spent in Germany, at Halle and Jena Universities.

The title of Ph.D. was conferred on him at Halle. Returning to America he taught three years in the Winona (Minnesota) Normal School, and was placed on the staff of the Illinois State Normal University last year.

Dr. McMurry has had valuable experience in a wide variety of school work, from the common district school to the private and state normal institutions. He has been a life-long student, whether in the capacity of teacher or student, in the best colleges of this country and Germany.

His studies for the last ten years have been chiefly in the line of pedagogics and educational themes, being careful to keep himself in touch with the most approved ideas of the time. He is the author of several valuable books, which made his name familiar to Illinois State Normal University students before he became one of our teachers.

J. ROSE GOLBY, Ph.D.

ISS J. ROSE COLBY, Preceptress and Professor of Literature in the Illinois State Normal University, was born in Cherry Valley, Ohio, in 1856. She studied at home until her tenth year, then entered school at Freeport, Illinois.

Later, Miss Colby attended the High School at Ann Arbor, Michigan, graduating there in the year 1874. She entered the University of Michigan the following fall, where she finished the classical course, graduating in 1878. The next year was spent in teaching algebra in the Ann Arbor High School.

In 1879 Miss Colby was appointed Preceptress and Teacher of Latin and Greek in the High School at Flint, Michigan. She remained there for four years, resigning her position in order to pursue farther her studies in English. A part of this time was spent at the "Harvard Annex," and the remainder at her Alma Mater in Ann Arbor. She received the degree of Ph.D. in 1886.

Miss Colby then accepted the position of Teacher of English in the Peoria High School, and remained here until 1892, when she was called to be Preceptress and Professor of Literature in the Illinois State Normal University.

Although Miss Colby has been connected with our school for so short a time, she has done much for its welfare. She is interested not only in the regular school work, but also in the social life of the students, doing all that she can to make "school days at Normal" pleasant and profitable.

MARY HARTMANN, A.M.

ISS MARY HARTMANN, Assistant Teacher in Mathematics, was born on a farm in Washington county, Indiana, October 13, 1845. At five years of age, she moved with her parents to Iowa, where she received her public school training. Her college education was obtained at Lombard University, at Galesburg, Illinois, where she graduated in a four years' course, with the degree Laureate of Arts. By further study outside of college the degree of Master of Arts was conferred upon her. After graduating from college, she held various high school positions in Illinois, and taught five years in the High School of Marshalltown, Iowa, four years as Principal. In 1881 she was made Teacher of Mathematics in the Minnesota State Normal School, and in 1882 she accepted the position she now holds in the Illinois State Normal University.

Miss Hartmann is a teacher of great efficiency and thoroughness. The student who has allowed himself to fall into slovenly habits of work and expression soon discovers, when in her classes, that carelessness is a crime, which the sooner overcome the better. Many is the student who looks back to Miss Hartmann's arithmetic or algebra class as the time when he first learned the value of doing things *just* right.

ADELLA M. O. HANNA, A.M.

ISS HANNA is a native of our own State, having been born in Brimfield, Peoria county, in 1857. We regret that we cannot claim her as a graduate of our school,

although she was a student in the Model Department. Her home has been in Normal since 1865, but she has spent several years of that time away from here. In 1875 Miss Hanna went to Wooster, Ohio, where she entered the Wooster University, and graduated from the classical course ten years later, having taught several years in the graded schools of that state during her college course. The next year she returned to Normal, and has been teaching for several years in the University.

Many of us have been in her classes, where she has guided us through the intricate ways of the English language. Miss Hanna is loved by her pupils, and highly respected in the community, where she has a decided influence for good. With great courage and determination she has made herself very largely what she is in spite of obstacles, not the least of which has been ill health.

EVA WILKINS.

ISS WILKINS, Assistant in History and Geography, is one of the more recently appointed members of our Faculty, having been called to this position upon the resignation of Miss Lizzie P. Swan, in December, 1891. She is a native of Connecticut, but received her education in the State Normal School at Fredonia, New York. She afterwards taught in that institution till called to the present position. She is the author of "Descriptive Geography Taught by Means of Mapdrawing." This publication is a favorite with teachers, and is meeting with considerable success.

GLARISSA E. ELA.

N THE midst of the steady strain of the work, it is a pleasure when the hour for drawing arrives, and we march to Miss Ela's domain instead of our regular recitations.

Miss Clarissa Ela, our Teacher of Drawing, is a native of Illinois. Her parents came from New Hampshire to Bloomington when that city was a mere village. After graduating from the Normal Department of this school, she spent a year in the Massachusetts Normal Art School, in Boston. She has taught drawing here successfully for several years, and has steadily improved the work. Miss Ela also superintends the drawing and color work in the Model School, and of late has done some institute work in the State, which is highly spoken of.

AMELIA F. LUGAS.

MELIA F. LUCAS, Teacher of Reading and Physical Culture was reared on historic soil, her home being East Carver, Massachusetts. In preparation for her work she studied for three years at the Emerson College of Oratory in Boston, being under such instructors as Charles Wesley Emerson, President of the College, and Miss Mary A. Blood, who is now Principal of the Columbia School of Oratory at Chicago. The character of Miss Lucas's work here partakes largely of the principal features of the college at Boston.

ARTHUR O. NORTON.

EAR Stillman Valley, named for General Stillman, of the Black Hawk War, the principal battle of which was fought in an oak grove near where the village of Stillman Valley now stands, is the birthplace of Arthur O. Norton. With the other boys of the neighborhood, he attended the district school until about fourteen years old.

The next three years he spent successively at the village High School, at the Upper Iowa University, at Fayette, and at St. Paul.

In 1888 he entered the Illinois State University, remaining here a student for three years. He was then chosen Assistant in the Science Department, where he now teaches Physics and Chemistry.

MARY HALL HUSTED.

RS. MARY HALL HUSTED, Assistant Training Teacher in the Primary Department of the Illinois State Normal University, has been a member of the Faculty for four years. Her birthplace was Perrysville, Indiana. She attended school for the first time at Belleville, Illinois; later, the Bloomington schools, and then the Illinois State Normal University, where she graduated in 1884. After graduating at Normal, Mrs. Husted taught in the schools of Bloomington for four years. She then accepted a position in the Primary Department of the Normal University.

The children who are under her instruction regard her as their personal friend, and her earnest, efficient work has been felt throughout the school.

LIDA P. McMURRY.

IDA P. McMURRY, Assistant Training Teacher in the Primary Department of the Illinois State Normal University, was born in Chautauqua county, New York, in 1853. When eleven years of age she came to Illinois.

Mrs. McMurry began teaching at the age of 16, and taught for two years, then entered the Illinois State Normal University, where she graduated in 1874. After graduating, Mrs. McMurry taught for four years in Illinois. In 1878 she was married to Mr. William P. McMurry. She began teaching in the Public School of Normal in the year 1884, where she remained seven years. The Public School felt that it was losing a most thorough and successful teacher when she accepted the position which she now holds in the Normal University.

O. L. MANGHESTER, A.M.

ROF. O. L. MANCHESTER was born in Lake County, Ill., February 29, 1864. His boyhood was passed in Waukegan. The little incidents attending boyhood in town and that cause mothers anxiety, befell him. After his graduation from the Waukegan High School he taught one year. He grad-

uated from Dartmouth in '86, having taught five terms in New England while taking his course.

He taught one half year at the Billerica, Mass., Military Academy, and also at the Mt. Pleasant Military Academy, at Sing Sing, N. Y. He then taught three years and one term at Joliet, which position he left to accept the principalship of the High School here in January, '91.

Prof. Manchester is esteemed by all. The death, last year, of his lovely young wife was followed a few months later by that of his infant daughter. These losses of their much loved teacher and friend drew deeply upon the sympathies of his pupils and his associates on the Faculty.

JAGOB ALFRED BOHRER, A.B.

ACOB ALFRED BOHRER was born in Normal in 1867.

His boyhood was spent on the farm. He attended the country school near his home, and graduated from the High School with the class of '87. After graduation he attended Williams College, from which he graduated with high honors in '91. His work here began in September '91.

Mr. Bohrer has a deep interest in the Classics and is especially fond of Latin. His success as a teacher is marked. He thinks that pupils should be self-dependent; that there should be a gradual and harmonious unfolding of the self. Mr. Bohrer's character impresses itself on his pupils. The spirit and earnestness of his classes is an example of what a teacher should awaken in the school-room.

MARY R. POTTER.

Mary Potter made her debut upon this world of activity.
Inheriting many of the qualities of her gifted parents, her progress at school was very rapid. After attending the common school in the vicinity of her home, she attended the Illinois Wesleyan University, at which her father for sixteen years was professor, having held the first Chair of Latin, and later that of Mathematics. At the time of her attendence at the I. W. U., Miss Potter also graduated from the Wesleyan College of Music, and from here entered the Northwestern University, at Evanston, graduating in 1892, since which time she has been engaged as assistant in the Model School. Although but twenty-two years of age, Miss Potter has shown great ability as a teacher and is a great favorite of her pupils.

SWEN F. PARSON.

WEN F. PARSON was born near the hamlet of Boafall, Sweden. At the age of fourteen he, with his parents, took passage on the "Province of Blekinge" and came to Chicago June 10, 1875, without work, and, worse than this, without language to express themselves. He soon obtained work in Cary, McHenry county, where he attended school the next, winter.

He began teaching in a district school in 1879. He first entered the Illinois State Normal University in 1886, leaving it again the next December on account of ill health. Having recovered, he became Principal of the DeKalb High School, where he remained two years. He re-entered the Normal in 1889, graduated in the spring of '92, and in the fall of the same year became Principal of the Grammar Department, which position he now occupies, exerting an influence that is admirable.

ELMER W. GAVINS.

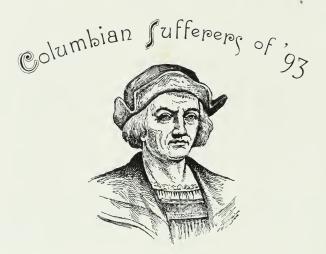
LMER W. CAVINS, Professor of Writing and Orthography, was born near Mattoon, Coles county, Illinois, November 17, 1864. His parents were both reared in Illinois and always lived on a farm. Elmer received his early education at the "district school," later attending Lee's Academy at Loxa, and then the Illinois State Normal University, from which he graduated in 1892. Mr. Cavins is an adept penman, and as a member of the Faculty since his graduation, he gives instruction in writing and spelling.

Those connected with the Normal for the last three years know with what care and accuracy all his work is conducted. Under the supervision of Mr. Cavins and the President of the University, many of the "hobbies" so long connected with this department are passing away. Let the good work go on.

ANGELINE V. MILNER.

NGELINE VERNON MILNER, Librarian, was born in Bloomington, April 9, 1856. As a child, she was very remarkable for the ease with which she committed and learned, knowing the alphabet before she was two years of age and reading the Bible before she was four years old. Her later school days were much interrupted by sickness, thus depriving her of a complete college education. In August, 1880, Miss Milner was engaged as Librarian, in the State Laboratory, then established in the Museum of the Illinois State Normal University, which was under the supervision of Prof. S. A. Forbes. She was next employed to classify and catalogue the school library, and was appointed Librarian in June, '91. Miss Milner's ready memory is a wonderful aid in her work. Of the 10,000 books and pamphlets in her care, she can generally designate the shelf and number of a book without reference.





YELL:

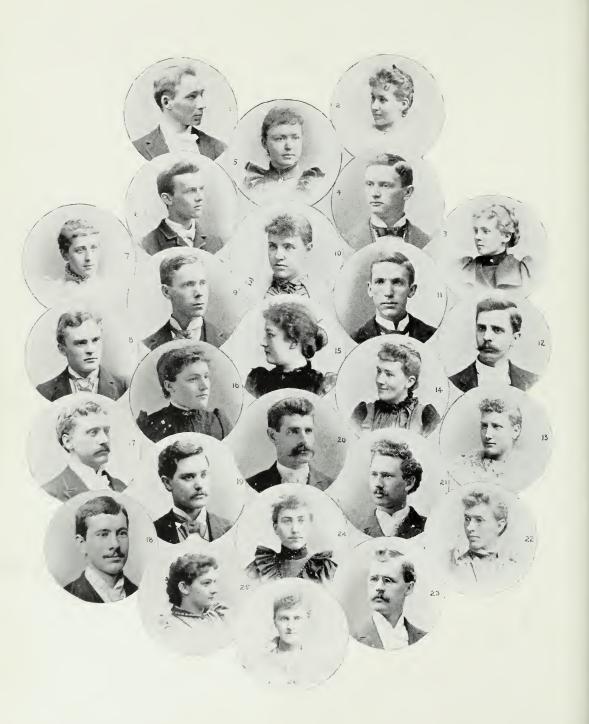
fee! fee! Class of '93!
hoorah! hoora!! hooree!!!

COLORS:

Purple and Cream.

MOTTO:
Wir Dienen.





.. Class Roll ..

MARGRETTA HART, .	Most Worthy Matriarch .	Maywood
HARRY D. WILLARD,	Most Worthy Sub-Patriarch .	Browning
Paul E. Grabow, .	Wielder of the Quill	Oak Park
ARCHIBALD J. ALCORN,	Judas of the Money Bag .	Earlville
WILLIAM S. WALLACE,	Manipulator at the Feast of Reason	Paxton
EDWARD C. BACKER,	Sergeant at Arms ,	Benson
WILLIAM L. GOBLE,	Doorkeeper	We st field

¹ Paul E. Grabow, Oak Park

² Jennie R. Wright, Wauconda

³ Georgia J. Kimball, Bloomington

⁴ Warren Jones, El Dara

⁵ Nellie Kofoid, Normal

6 EDWARD BACKER, Benson

⁷ Grace A. Sealey, Normal

8 Elmer I. Rowell, Bloomington

9 Frank H. Wescott, Lacon

10 Eva B. Houser, Randolph

11 GEORGE H. GASTON, Normal

12 WILLIAM S. WALLACE, Paxton

13 MARY L. WILCOX, Springfield

14 Marguerite McElroy, Paxton

15 Cornelia J. Benson, Bloomington

16 Jennie Bailey, Coal Valley

17 HARRY D. WILLARD, Browning

18 WILLIAM H. Arbogast, Saybrook

19 J. Philip Merker, Belleville

20 James A. Hodge, Golconda

21 HERMAN T. BACKER, Benson

22 BERTHA RUTLEDGE, Empire

23 HERBERT C. WADDLE, Normal

24 NETTIE T. DAHL, Granville

25 MARY WEBER, L'Ostant

26 Carrie P. Herndon, Rossville

27 Mrs. Kate White, Christman

28 William S. Pierce, Brandon, Ia.

29 BERT H. McCann, Normal

30 June Foster, Longmont, Colo.

31 Jessie H. Cunningham, Normal

32 Tom L. Pollock. Bloomington

33 Margretta Hart, Maywood

84 James H. Forrester. Taylorville

35 Laura May Leaton, Bloomington

36 WILLIAM D. SCOTT, Scott Land

37 Lizzie I. Hilton, Arlington

38 WALTER S. GOODE, Lexington, Mo.

39 Mae Cook. Normal

40 CUTHBERT F. PARKER, Gardner

41 Sadie H. Clark, Helena, Ark.

42 WILLIAM L. GOBLE, Westfield

43 MINNIE WHITAKER, Byron

44 WILLIAM B. ELLIOTT, Victoria

45 Sadie C. Parker, Steward

46 Archibald J. Alcorn, Earlville

47 JOHN D. MURPHY, Bement

48 Katie Evans, Normal

⁴⁹ Warren H. Rishel, Lena

50 Jude Davis, Rushville

51 EDITH PATTEN, DeKalb

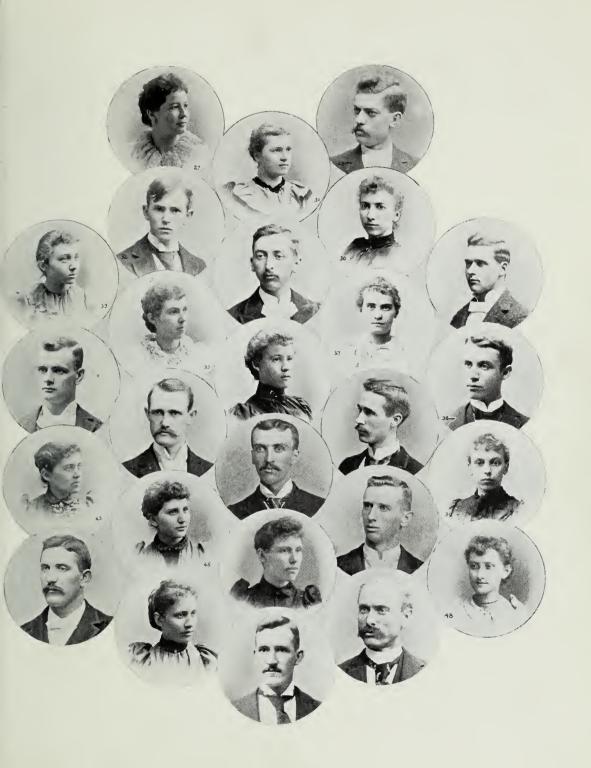
52 Joseph A. Dixon, Cambridge

GRACE ALDRICH, Normal

Belle Fairfield, Normal

ETHEL L. TRYNER, Bloomington

ALICE PATTEN, DeKalh





SENIOR EDITORIAL: SENIOR EDITORIAL: ISTORY! Who can tell what history is? It is action. How, then, can it be written? Only a few hieroglyphics can be spread upon the page, that individualities may pass even unto universalities.

Like the weary traveler, as he stands upon the summit of some lofty mountain, resting for a moment from his toilsome journey, and gazing down the path by which he has reached his eminence, so to-day stand the Seniors, "The World's Fair Sufferers of '93."

It has been only because we had the Wright on our side, a Fairfield, and Goode Backers that we have been able to Waddle up the steep incline and Pierce the shadows of the woods where our Forrester had sought the Hart in vain. Only one White woman and one Cook were with us, together with our Foster mother, as we climbed these serene heights. There were other illustrious characters, however, Harvard's President, Dr. Elliott, "Col." Parker, of political economy fame, Senator Rowell,

"Puck" Pollock, Great Scott, Rishel, from Indian Territory, Murphy, from the class of '89, and the Bishop of '92, a wonderfully verbose progeny.

Our troubled souls have been soothed and pacified by sweet music discoursed by Von Weber, the musician; Kimball, the organ builder; Hodge, the soloist; Grabow, the violinist; and Wallace, the cornetist. There have been athletes also among us. The members from the High School are great lovers of the pony. Goble excels in moonlight walks; Wescott is an adept at chasing greased pigs; Alcorn is good for a half mile dash with plenty of time; Arbogast can execute the long standing jump very nicely (record, 4 feet $8\frac{1}{3}$ inches); Dixon has a record as a high standing jumper of 6 feet; Gaston is good on a ten mile stretch (time, 1 day $13\frac{1}{2}$ hours); Willard is handy with the gloves and has made a record at knocking out negative exponents and pons asinorum.

The class also has abounded in historical characters from all parts of the world. J. Davis is with us; one of the Smith family; Sealey of Europe; Staley of Asia; Gibson of Africa; Bailey of Australia; Herndon of Egypt; Cresswell of Waterloo; Aldrich of Geneva; Leaton of Honolulu; Cunningham of Paris; Patten of London; Dahl of Oklahoma.

To-day, with all distinctions of race, color, or previous condition of servitude thrust aside, we occupy our eminence, and each day as we move forward, gaze with sadness and perchance regret upon that long incline marked as it has been with happy events, fond recollections, and the sealing of friendship's bonds. Never before has a Senior class moved forward with such dignity and

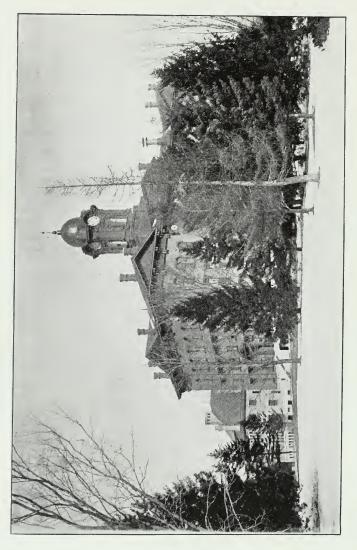


SPEAKERS OF '93.

classic repose. Each one is a scientist, a mathematician, and a philosopher; positively no exception.

But the curtain rises upon the last and final act. Soon we shall be out in the wide, wide world; out into the school room, into the law office, into medicine, perchance into matrimony. But wherever we go, may it be said of us, "There goes a noble soul."





GENERAL VIEW OF UNIVERSITY

JUNIOR DITORIAL

000000000000

Great Admiral, F. D. BARBER

Mate. MARTHA N. BALES

Royal Notary, ANNA C. EACK

Purveyor of the Royal Household, FREDERICK MUTTERER

Veedor, Lou Burgess

Interpreter, FRANK BACHMAN

Alquesil, E. A. THORNHILL

Physician, MARY ATEN

Page, L. H. PRATT

O TELL what we are, is infinitely easier than to picture what we have been. One easily sees the objects that are lighted up around him, but is unable to penetrate the darkness beyond the halo of his own sphere. Indeed, were it not for the brilliancy of our past we would not venture to reveal its secrets.

The first days of our existence as a class were very impressive. We were, for the most part, stran-

gers to one another. We had been gathered as by a whirlwind, and after the whirl ceased, found ourselves all dropped in a heap. Three hundred and fifty strong, rude, and uncouth; but as the fierce Gauls swept down on the Roman Empire, and, by fusing their vigor and robust manhood with the culture of Rome, prepared the way for a higher civilization; or as the hardy Danes,

mingling with the more refined Saxons, laid the foundation of an empire which have been able to defy all powers, and lead in those uncertain, transitional steps that have ever marked the march of progress, so we, ignorant but eager, infused into every department of school a healthier life and enthusiasm.

But many of the three hundred fifty—of which we were so proud—are missing. We venture, "Where are they?" Many have fallen before the stern realities of institutional life, and have gone out into the wide world—into medicine, into law, into business, into teaching, into matrimony.—We rejoice that such a creditable number have survived. The seniors may have tried to snub us, the lower sections may have looked on us with an eye scintillating with jealousy. And although we do not often indulge in boasting, we sincerely believe that Swift, with a prophetic eye, had us in mind when he said, "If a true genius appeareth, you may know him by this infallible sign, that the dunces are all in confederacy against him."

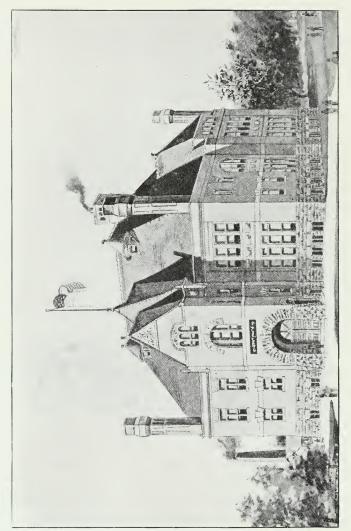
We realize that while we have not mastered seventeen languages, including Volapuk and the Adamic tongue, found the missing link in the Genealogical chain, resurrected, restored, and perfected the lost arts, substantiated the Darwinian theory, nor even aspired to instruct the President in the mysteries of Metaphysics or Speculative Philosophy, the apostles of truth in the junior class will, before they leave the stage of action, build up the fire of veracity to a white heat, while it feeds on the chaff of hypocrisy.

The organization of the Section is at once unique and appropriate. We would be a "Columbian Crew," and into a "Columbian Crew,"

bian Crew" we resolved. All honor to "the founder of Western possibilities," him who fanned the dying embers of burning superstition into a flame that can never be quenched.

Thou, too, sail on, Columbian Crew,
In every gale the mast before,
In spite of "flunks" and Seniors' roar.
In spite of tricks of ninety-four;
Sail on, nor fear the Faculty;
Humanity with all its fears,
With all its hopes of future years,
Is hanging breathless on thy fate.





TRAINING SCHOOL.

LOWER SECTIONS ...

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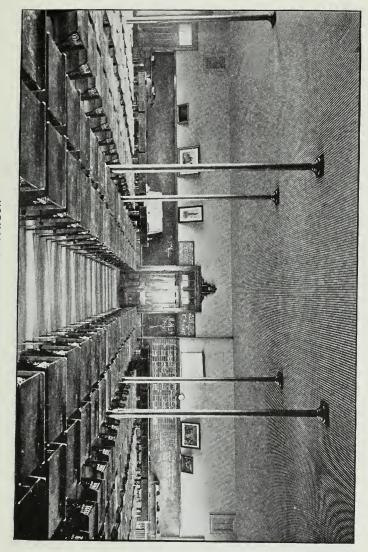
S THE trees were commencing to put on their coats of many colors and the golden corn was shyly peeping from out its sober mantle of brown; when the soft autumn winds were scattering hither and thither the downy seeds of the dandelion and thistle we left our homes, the old farm,

the pigs and the cows, and with sorrow in our hearts and tears in our eyes, we soon found ourselves in the antiquated little town of Normal, strangers in a strange land. Which one of us will ever forget that first feeling of homesickness? Monday soon arrived and with parchments in hand we wended our way to the University, and how we wished we might be at least a Junior, if for nothing more than to show others that we had been here before and knew all the ins and outs of the school. These illusions, however, are soon dispelled, for we discover that the "Lower Sections" are really the sections of the school. small group of spectacled men and women to the right are the Seniors, and a little behind them and just up to their shoulders in wisdom, carrying bugs and worms with an air of deep scientific mystery, is Sec. C, or the Juniors. The remaining two-thirds of the school are the Lower Sections. The eyes of the Faculty, yea, of the whole school, are upon us; and how the Senior boys watch us!

A year has passed; have we borne well the scrutinizing and the critical inspection of the first month or two? Yes; we have nothing to be ashamed of. The Lower Sections of '93 stand unrivaled in the history of the institution. We have been assailed on all sides with snares and pitfalls; World's Fair work, mumps, and measles have been placed before us, and we fell not. And when the seventh plague of Algebraicus and Spellenium was sent upon us we passed through the fiery ordeal wearing unscorched the white and green. We could not help it; we were destined to be great. The societies recognized our worth, and willingly we lent our aid. The Christian societies welcomed us, and with joy and gratitude we accepted; and we can truly say that our sections contain more true Christian workers than the school has known for years.

In athletics, music, poetry, and song, we have had our champions; and what silver-tongued Junior or gifted Senior can surpass our orators? None? Then none have we offended. Now, as we are on the verge of a new life, with its attending labors and experiences, let us strive ever to retain not only the record already made, but to add new brilliancy to the crown which scintillates with the deeds of past achievements.

When a Senior loves a Junior Should the Senior cry, If a handsome Lower Section Comes and takes the "pie."



NORMAL ASSEMBLY ROOM.

NORMAL DEPARTMENT

PHILADELPHIAN AND WRIGHTONIAN

N A LITTLE room on the second floor of Major Hall, Bloomington, where the I. S. N. U. was first opened, there met together almost thirty-six years ago, less than a score of young men who were "desirous" "of forming a society for the purpose of extending their social relations, and for the elevation of their moral character and intellectual attainments."

Such was the humble beginning of the parent of the present Literary Societies, now such strong and mighty factors in the I. S. N. U. But this "Normal Debating Society" was soon found inadequate, for without the gentler sex it was incomplete. Their admission brought a change in the form of title, and after much deliberation a name full of beauty, in thought and expression, was selected—"Philadelphia."

For five short months "brotherly love" swayed all alike; and then, on the serene sky, clouds gathered and broke. As a result, three members withdrew from the organization, filled with the determination to form a new society which should outrank the other.

Their secret efforts, together with the timely occurrence of a poor program in Philadelphia, succeeded in arousing such an

enthusiasm on the part of the entering students of that term, that there was at once formed a new society by name the "D and E." However, this name was soon changed to Wrightonian, in honor of Simeon Wright, or as he was better known "Uncle Sim," for it was through his efforts that the new fledgling was allowed to live. At first, both the President of the University and the public looked upon this new society as a temporary organization, which would soon die for want of supporters. Not so "Uncle Sim!" Wrightonian history says, "We boldly advocated our rights to live, and took the ground that we were entitled to equal rights with the Philadelphians."

As might be expected, rivalry between these two organizations ran high. Every effort was put forth to excel, and the members, being few in numbers, were severely taxed. But society spirit made lessons a secondary matter when necessity demanded. Each member felt his personal responsibility in making his society succeed. The account of the manner in which these early programs were conducted, and the rules to which the members were forced to submit, are very interesting, but far too lengthy in detail for this brief sketch. It was only during the first term that the students were allowed to join the society they preferred. At the beginning of the second school year, the present plan of "drawing" was enforced; and here, too, history relates interesting stories of plans and schemes to which the leaders resorted, in order to draw some much desired student.

Since the numbers were at first so few, the public was gladly welcomed free of charge. But soon disturbances arose from those who had no interest in the exercises, and it was thought best to restrict such in some manner. This was accomplished by the adoption of the present ticket system. This lightened very materially the expenses, which heretofore had been raised by special taxation of the members alone. This plan also aided in increasing the funds in the treasury, which at this time were used in the purchase of books.

Simeon Wright was instrumental in obtaining for the societies the school libraries of districts Nos. 1 and 2. The Philadelphians realized from this source about sixty-five volumes, and the Wrightonians over one hundred. The efforts of the members of the societies soon caused these few volumes to increase very materially. After the libraries had become quite valuable, the societies offered to combine them with the school library, with the understanding that the whole should be made conveniently accessible to the students. This plan was carried out in 1890. But Simeon Wright's labors for these organizations did not end with the founding of the libraries. He it was who, in 1867, succeeded in obtaining the charters for the societies from the Legislature.

From that time permanent improvements have been made. In the early days, the incurring of expenses called for very material help from every member. But no task was too great, no plan too daring, for those energetic bands to undertake. Opera chairs now take the place of the settees of old. The steam pipes of to-day replace the musical pipes of old, which often forced the eloquent orator to pause in his speech until he might be heard. In place of the candles, shine out the brightest electric lights. The once bare floors are now handsomely carpeted. Beautiful

curtains and furniture grace the rostrums, artistic pictures adorn the walls, and the last but by no means the least improvement, is in the addition of the two beautiful Steinway pianos.

But proud as are the societies of these, their halls, they look with still greater pride upon the benefits derived, and the personal strength gained as a result of the work accomplished from the rostrum.

There is an important element in education derived from these literary societies which can never be gained from the class room, and no student can afford to deprive himself of that culture.

Looking out over the field of scholars and public men of to-day, many are found who have been enthusiastic workers in these societies. They not only obtained good themselves from their labors, but they knew that the societies were worthy of their very best efforts, and such only they gave. They look back with thankful hearts for the strength and confidence there attained. They remain to-day as true and loyal friends to the societies as they were when in the school. Interest in the work can not die out. The yearly contests keep it ever at a high pitch. Rivalry exists as of old, but it is honest rivalry, which leads to more persistent efforts to excel. It should not be otherwise.

The results of this interest and loyalty are shown by the crowded halls. Let the demands for more room continue, and may all work and trust that there may be open in the near future, a beautiful hall where Wrightonia and Philadelphia shall reign supreme. Be not satisfied until this hope is realized.

Meanwhile learn more of the struggles of these, your societies, and you will ever after feel a greater love for them; a love which will cause you to become a more loyal and persistent worker in their behalf. Around them should center some of the pleasantest recollections of your school days.

That these societies should continue to prosper, that their aims should continue to keep step with the onward progress of the age, that members loyal and true should flock round the banners and bear them onward and upward, is the wish of all true Philadelphians and Wrightonians.



PHILADELPHIAN HALL

WRIGHTONIAN HALL.

CICERO



"AND I would that I could utter the thoughts that arise in me" This wish naturally rises uppermost in the mind of him who ponders the history of the Ciceronian society. To pen an article telling the "whole truth and nothing but the truth" is, in this case, practically and theoretically impossible. Cicero! "What mortal verse can reach the theme"?

But "the die is cast"—the attempt must be made.

Looking over the time-worn records, we see the society as one of action. The members love not to dwell upon past proceedings half so much as they delight to "act, act in the living present." Indeed, they have cared so little for the society's past that its earlier records have been lost. There is a legend, however, that centuries ago there lived in a far-off sunny land, a being of unrivaled eloquence, whose noble mission was to bequeath a name to the subject of this sketch. A bust of this personage adorns the hall of the society, and represents the lofty ideal toward which the members press.

The authentic history of the society dates from the year 1879, when it was known as the Edward's Debating Club. Time has brought changes not only in the name but in every feature. The old White-room, in the basement, where the members were wont

to meet a few years ago, no longer resounds with the passionate outbursts of Ciceronian oratory. The growing need of more commodious quarters finally led the society to lease the Wrightonian hall on Friday evenings. It was sad to leave the "dear old haunt" with its rude benches, lurid kerosene lamps, and undecked walls, even for the cheerful, nicely carpeted quarters, furnished with opera chairs, adorned with fine works of art, and illuminated by electricity. Cicero's home now being in the third story, the so-called higher societies could smile and pay us the compliment: "You are among the upper three hundred now."



One of the greatest conversational topics of the school, *perhaps*, is the Ciceronian orator. Some one has compared him with Demosthenes of old, as he stood by the sea shore, his mouth filled with pebbles, pouring forth his eloquent passages to the murmuring waves. But the Ciceronian orator fronts a sea of faces, his mouth filled with living "words, words, words," and passionately rolls forth his ponderous thoughts on some momentous question which has stirred the multitude into one great wave of excite-

ment. The above sketch is intended to represent the typical orator of Cicero. The artist recognizes its inadequateness, as it represents the speaker in a single moment of time (the choicest moment, however). The lineaments of Karch, Black, Pike, George, Hester, Graybill, Kanaga, Muir, Marshall, Bishop, Barton, Kern, Cox, and Hanna, are distinctly revealed to the mind's eye.

Another important feature of the society is the Model Senate, which is fashioned after the U. S. Senate. The Model Senate meets every third Friday night, and discusses and solves the great political problems of the day. We are not aware that Congress avails itself of the privilege of drawing from the great reservoirs of information which these indefatigable "model senators" have collected. But the Model Senate will continue in its great work though Congress may fail to show its appreciation. An unsuccessful attempt to abolish the Model Senate was lately made.

In every Ciceronian meeting there is business. It is needless to say that the business is pushed. Four hundred and seventy points of order were said to have been raised in one evening; a score or more of members often claiming recognition at one time; and the president is sometimes obliged to declare everybody out of order.

A careful study of parliamentary law has long been pursued, and most members carry a copy of "Roberts' Rules of Order," for ready reference.

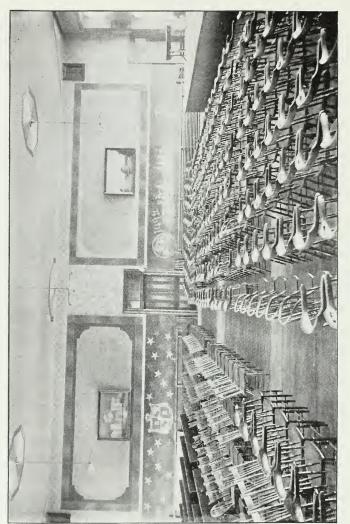
Occasionally the society gives a reception to Sappho. The Ciceronians then wear pleasant smiles (and their best coats), and though unaccustomed to feminine graces in their meetings, enjoy the occasion most thoroughly.

Elections come once in six weeks. Then party spirit gushes over. The Liberals and Conservatives bitterly fight for the offices. The warfare ended, all lend their efforts to make the administration pre-eminently successful.

The good which Cicero has accomplished cannot be fully told. All know the members have striven "To lead the van of truth and progress on;" and

"Like stars resplendent in the night, These radiant souls shall flash from age to age, And leave the inspiration of their light, Their roles unfinished on the shifting stage."





NORMAL HALL.

SAPPHONIAN SOCIETY....



ONE of the most active societies connected with the University is the Sapphonian Society, which was organized in the fall term of 1887, and is exclusively for ladies. Sappho, during this past year, has departed from the way in which she was reared in her early days. She was not fulfilling the needs of the girls, so it was deemed necessary to make a change, and Miss Colby, the right hand of Sappho, suggested and

then helped to carry out new plans to raise Sappho to a higher plane than that on which she had formerly stood. At the second meeting of Sappho in the fall term of 1892, as President Cook had given us the privilege of meeting in his office, Sappho reorganized as a conversational club.

This conversational club consists of committees, which are, Art, Music, Literature, Current History, Education, Social Science, Woman's Work, Platform, and Lend-a-hand. Each lady in Sappho belongs to one of these committees, and may belong to more if she chooses.

Since this new method of holding and conducting meetings was inaugurated, the interest taken in the society, and the corresponding good results have been greatly on the increase. Of no little importance are the "hen socials," as some one has called

them (probably a Ciceronian), where all the ladies meet for a good time in general, and the halls and rooms ring with Sapphonian glee and the patter of Sapphonian feet. Cicero has taken warning at our rapid increase in number and importance, but we fear he is so far behind that no effort on his part can ever reclaim the position once held.

Come to us, Ciceronians. We will aid you in your hour of trouble.





A CORNER IN THE READING ROOM.

IN THE LIBRARY.

INTER-SOCIETY CONTEST

ULY, 1858, the Wrightonian and Philadelphian societies held a joint meeting, at which each society was represented in the debate: "Resolved, That compulsory attendance is beneficial."

Little did the society members then dream that they were sowing the seeds from which would ripen many golden harvests, the germs in which lay hidden so many possibilities; germs which in after years would grow, bud, and blossom, bearing fruit—the realization of their fondest hopes.

Commencing in this meager way, with the debate as the one point of contention, the inter-society contest has steadily grown, for a while in the number of points, and ever in enthusiasm, until now it is recognized by all connected with the I. S. N. U. as one of the most important and one of the indispensable features of the institution.

In the mind of the loyal society worker, both present and former, "Remembrance wakes with all her busy train" no pleasanter thoughts of school-days than those which recall the nights when, in Normal Hall, wishing not for the defeat of the

opposite party, but for the victory of his own, he aided in making the walls echo and re-echo with cheers for his society's representatives, or stood upon the rostrum with the destiny of the contest hovering o'er him, and read in his comrades faces that all inspiring phrase, "Victory is ours."

After the contest election has been held, the fourteen invincibles are living in another world, where entertainments and evening parties do not enter, from which sleigh rides and serenades are debarred. Contest is their sole motive, and work the ruler of their world. What matters that the gray dawn peeping thro' the shutters tells that their vigils have been depriving them of sleep. Their society has chosen them, and they will prove worthy the confidence so placed.

On Thursday evening, at the close of the fall term, the culminating strife takes place. Yet, when the battle is over, through the rifts of dispersing war-clouds victor and vanquished can be seen shaking hands, fully convinced that the result in the main was inevitable—seven must win and seven must lose.

The second meeting was held in December, 1869. The paper at this time became part of the contest, counting two points the same as the debate.

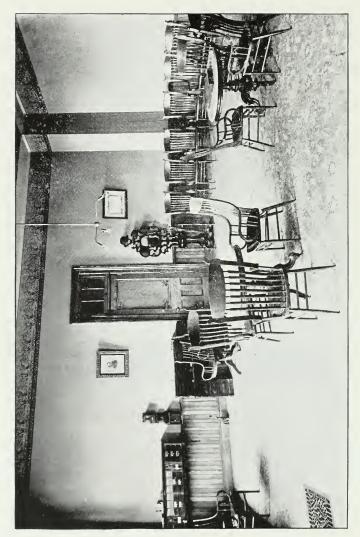
Vocal and Instrumental music have since been added.

The oration became a point of contest at the ninth meeting, and at the twenty-eighth the paper was replaced by the declamation and essay. There were no contests in the years 1861, 1863, and 1865.

The following is the record which has been carefully looked up by a joint committee of the two societies, and affirmed by the societies in joint meeting to be authentic:

Number of contests, .		32
Total number of points,		204
Points won by Wrightonians,		98
Points won by Philadelphians,		106
Contests won by Wrightonians,		14
Contests won by Philadelphians.		1.5





OFFICE AND RECEPTION ROOM.

THE VIDETTE ...

ROBABLY at no time in the history of colleges and universities has such extreme interest been manifested in the college press as it is to-day. Thirteen years ago but few papers were the sole product of college students work. To-day hundreds of such publications go forth from the classic walls of the school in-

stitutions of the world, and no school of any considerable size is complete without its paper.

The I. S. N. U. prides itself that in this, as in other matters, it is up with the times. Its students' paper, *The Vidette*, entered the arena with mary like publications. That this paper has kept pace with and in many instances passed those with which it started, there is no doubt in the minds of its readers.

The Vidette goes forth bearing the stamp of the spirit of the institution, and aids in recalling pleasant reminiscences of school days, and thus knits together the ties which bind the I. S. N. U. students—former and present—in one common family, and as a result of this tie they are ever interested in the welfare of their Alma Mater.

At the time the paper was started, in February, 1880, there were some who opposed the movement for they feared it was too

great an undertaking; but the champions of *The Vidette's* cause were successful and to them much credit is due.

When started, the paper contained only sixteen pages; today its pages number thirty-two, and its circulation nearly one thousand. It is read not alone in the United States, but is welcomed in many countries of the old world by those who were formerly students here.

According to *The Vidette* constitution, the editor and the business manager are elected for one year; but on account of heavy school work resignations of these officers have not been infrequent.

The following is a list of the editors-in-chief: Miss M. Kate Bigham for one issue in '88; Washington Wilson the remainder of '88; C. C. Wilson for '88 and '89; J. J. Sheppard for '89-'91; Ed. M. Wilson for three issues, fall of '91; Frank G. Blair for '91 and '92; Cuthbert F. Parker for '92 and '93.

A list of the business managers is as follows: Hanan McCarrell for '88; Geo. A. Weldon for '88 and '89; Silas Ropp for '89 and '90; John H. Cox and W. J. Sutherland for '90 and '91; W. J. Sutherland, Herbert Waddle, and B. F. Baker '91 and '92; and W. S. Wallace for '92 and '93.

Under the guidance of these young men *The Vidette* has gained an enviable reputation, and its present prosperous condition predicts for it nothing but future prosperity.

* U. M. C. A. *



Since the winter of 1871-2, no history of the Illinois State Normal University would be complete without a sketch of the Young Men's Christian Association. It grew out of a series of prayer-meetings held during the fall of 1871. These meetings were at first held by seven

young men of the University, but they soon grew in numbers, and as the number in attendance increased, the interest deepened. Organization as a Y. M. C. A. took place in January, 1872. From the very beginning it bas enjoyed a steady and healthy growth.

Having for its purpose the deepening and widening of the lives of the young men of the school, it has been an important factor in the education of many, especially those who have been brought within its immediate influence. The entire school has felt it, though perhaps unconsciously.

Representatives from our association are now scattered throughout the state, and even the world. Some are engaged in distinctively religious callings, and others are doing efficient service in the public schools of this and other states. Mr. I. E. Brown, of Chicago, now state secretary, was the first president.

For three years, delegates have been sent to the summer schools at Lake Geneva. These delegates have returned with new ideas and plans concerning the work, and have pushed the association work with good results. A hand-book has been published for each year of the past three, containing information about the school and town, which is intended to be of much service to new students.

The missionary spirit is alive in our association, as it also is among our sisters of the Y. W. C. A. In a united work these two associations raise five hundred dollars each year, with which they are supporting six native missionaries in China, India, and Armenia.

The association has no permanent "abiding place" in the shape of a building; it has simply "boarded round," having used all the churches as places of meeting. This has been a good thing, as it has brought it into closer touch with the people of the town.

We measure our association in time by twenty-one years; it is not to be measured by man in good accomplished for the world. Only the Righteous Judge, who seeth every man's work from first to last, shall measure its length and breadth and depth.



* U. W. O. P. *



IT IS PROPERLY a source of pride and of inspiration to the Y. W. C. A. of Normal, that here the national organization had its birth. November 12, 1872, the first prayer meeting was

held at Mrs. Charlotte McMurry's home. In June, 1873, about the same company adopted a constitution, choosing as the name of the new organization, "The Young Ladies' Christian Association." This was afterward changed to "Young Woman's Christian Association."

From this has grown an international organization having forty-eight city associations, two hundred and thirty college associations, employing six international, nine state, and twenty-nine general secretaries, beside five physical directors.

Summer schools for Bible study are held at Northfield, Mass., in June, and at Lake Geneva, Wis., in July. The Normal society sends one or two delegates to Lake Geneva.

The Y. W. C. A. has a place assigned, and is to be represented, at the World's Fair.

The Normal Y. W. C. A. at present numbers about eighty members. The work is in the hands of seven committees, as follows: Devotional, Social, Membership, Invitation, Missionary, Intercollegiate, and Financial, whose work is suggested by their names.

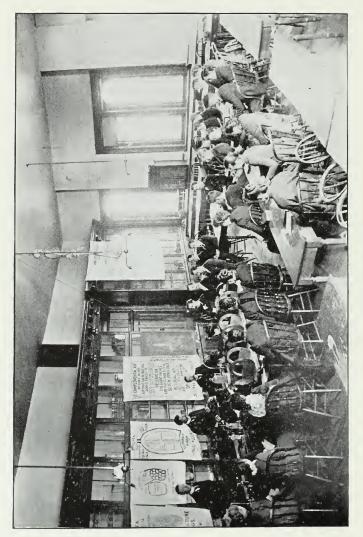
The intercollegiate spirit has been cultivated during the past year, first, by a reception given to the Wesleyan girls, last term. This courtesy was kindly repaid by a picnic reception tendered the Normal girls by the Wesleyans, and held on the Wesleyan campus, Saturday, May 20.

Under the faithful and efficient supervision of the president, Miss Anna Gaylord, the society has been successful, especially in the financial line, having paid off a back debt of over thirty dollars pledged to the state work, during this year.

The influence of the organization is unquestionably elevating and helpful to the girls, both in their social and their personal lives.



IN THE MUSEUM



SCIENCE CLASS.

HIGH SCHOOL

O THE position which the High School occupies with reference to the Normal Department may be attributed its strength. It occupies rooms in the university buildings and has the advantages of a university

equipment. Its pupils use the scientific apparatus, the museum, the library, the reading-room; they attend the lecture courses, belong to the literary societies, and share the spacious grounds. These are unusual privileges for High School pupils.

The High School students reap another advantage from this relation of the two departments. The professors of the High School and of the Normal Department may be said to "trade work." The former teach the Latin, Greek, and German for both departments; in return, the High School pupils enter the regular Normal classes in Civics, History, Literature, English, Drawing, Mathematics, Science, et cetera. The significant import of the arrangement will be seen. Virtually, by this unique adjustment, the learning and experience of the Normal University Faculty is made as available to our pupils as though these eminent specialists were High School assistants. The ordinary academy or high school, for financial reasons, is supplied with assistants who are either of moderate ability or of limited experience. Pupils here recite to no such help. They are insured

clear instruction and thorough discipline in Mathematics; modern methods of work in Science; a broad, liberal culture in Civics, in Historical and Literary lines—all at the hands of men, each of whom is making his subject, and the methods of teaching it, his To supply the ordinary public high school or academy with such instruction in Latin, Greek, and German; in Pysiology, Botany, and Zoology; in Physics and Chemistry; in Civics, History, and Physical Geography; in Reading and English; in Rhetoric, Criticism, and Literature; in Algebra and Geometry; in Drawing, and in other subjects (such as Astronomy, Psychology, Bookkeeping, Pedagogy, etc.) which our pupils occasionally elect, would demand a pay-roll amounting to between fifteen and twenty thousand dollars a year. If there is a high school, or an academy, or a preparatory department in the West which could afford such an outlay, we do not know it. Garfield said. "Mark Hopkins at one end of a log and one student at the other made a university." Emerson, "I do not ask what my boy studies, but who his teacher is." Yet essential as accurate and comprehensive instruction and direction is, it must be doubly effective when linked with completeness of physical equipment. The excellence of Normal's grounds, buildings, museum, apparatus, library, reading-room, and literary societies needs no mention.

COURSES OF STUDY.

Classical or College Preparatory.—Those who complete well our Classical Course meet without difficulty the entrance requirements of any college. The Universities of Illinois, California, Michigan, and Pennsylvania; Amherst, Dartmouth, Smith, Vas-

sar, Wellesley, Williams, and other colleges admit our graduates without examination.

General Course.—Primarily planned as a finishing course, it aims to give the elements of a liberal education in Latin, German, Drawing, Civics, Natural Science, Mathematics, History, English, and Literature; it can easily be utilized by pupils preparing for business or for any of the non-Greek courses of our colleges.

Special Courses.—Pupils who cannot spend the three or four years necessary for the completion of the entire course here may arrange personally with the Principal of the High School for special work. A moderate degree of freedom in the selection of studies will be allowed, subject always to the positive requirement that the pupil must have made evident his fitness to enter upon the branch contemplated. No diploma, but a certificate of work done, will be given.

ADMISSION.

We admit without examination those promoted from our own Grammar Department, holders of first-grade certificates, students who have had considerable satisfactory work in high schools of unquestionable standing, graduates of smaller high schools, and the graduates of the Bloomington graded schools who ranked first or second in their respective classes. Other applicants will be examined in Reading, Spelling, Grammar, Geography, and Arithmetic. We receive students at any time, but preferably at the beginning of the Fall or Winter Term.

GEOMETRY CLASS.

GRAMMAR DEPARTMENT

THE Grammar School Department has two distinct objects in view: to prepare students to enter the High School Department and the Normal Department. The students belonging to the former class are made up of three grades: lower seventh, seventh, and eighth grades. The work of these grades corresponds about to the seventh and eighth grades, and the first year in the high school, respectively, of the average city schools.

The Preparatory Class (for the Normal) consists of students who fail in the entrance examination for the Normal Department, and others who are not yet ready to enter that department.

The average enrollment in both classes for each term this year has been 110, averaging about 25 in the Preparatory Class.

The teaching is done almost entirely by pupil teachers from the Normal Department, under the careful supervision of the training teacher, Prof. Metcalf. This insures first-class instruction in all the classes, since no pupil teacher is allowed to continue if he fails as a teacher.

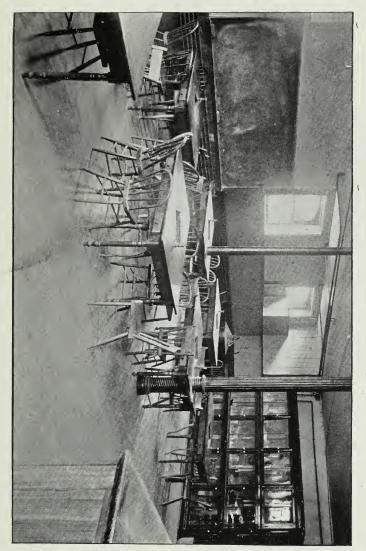
The principal's teaching is confined largely to the eighth grade, which consists of about thirty-five pupils.

The flexibility of the classification allows a pupil who shows sufficient excellence in any study to take the work in a higher grade, thus holding out a proper incentive to meritorious work. Of course this needs careful guarding against abuse, and it can be done successfully only by an experienced, sympathizing teacher. Many a plodding, discouraged boy has been won to effective study by such an arrangement.

One feature of the school this year has been the teaching of the rudiments of music and singing by note. About twenty minutes every morning have been devoted to this, and the results have been gratifying. Even choruses, such as "Italia, Beloved" have been learned, and the pupils can take up a piece of moderate difficulty and sing it by note at sight.

Another interesting feature has been the literary exercises held on Fridays of each week. The pupils were divided into two divisions, after the manner of the Philadelphian and Wrightonian societies, and each was organized into a full-fledged literary society with a name, officers, and colors. They have given programs on alternate Fridays during two recitation periods. There has been a healthy rivalry in trying to excel in programs, which might be worthy of emulation by lurger literary societies.

The Grammar School has probably the finest location in the University. It has a large, well-lighted, well ventilated assembly room, capable of seating about 140 pupils. Leading off from it are four convenient recitation rooms, furnishing ample accommodations for all the classes.



CHEMICAL LABORATORY.

INTERMEDIATE DEPARTMENT

HE INTERMEDIATE grades of the Model School have been a field of very active pedagogical effort during the year. The theories and the practice of teaching here find close and constant union. At least, this purpose is uppermost.

The children of these grades have been all that we could reasonably ask; genuine children, with good hearts and fertile brains, and by no means disposed to make the road of the incipient teacher easy and uneventful. All the ordinary difficulties of discipline and instruction have been fully realized and pupil-teachers have been often perplexed. But where energy, will, effort, and thoughtful tact have been manifested, the teachers have succeeded well in their instruction, and gained the affection of the children.

In such a school it is the business of young teachers to acquire experiences rapidly; to lay aside faulty mannerisms and methods quickly, and gain soon an insight into the essential requirements of good instruction and discipline.

We are also called upon to keep in view the reform and improvements of our common school course, to lay out new and better roads and make them highways of travel.

There has been a steady effort during this year to bring the

studies into close relation to each other. Geography, History stories, and Natural Science have been made dependent upon each other, so that they explain and strengthen each the others. Language lessons and drawing have contributed a good deal to a clearer comprehension of topics in the other studies. Spelling and Reading also are constantly made serviceable in elaborating the knowledge gained in the other studies.

Oral instruction in Natural Science, Geography, and History stories has been very carefully illustrated and practiced.



PRIMARY DEPARTMENT

N THE Primary Department of the Training School are found the children doing first, second, and third years' work.

Literature, Reading, Number, Drawing, Music, Written Language, and Spelling are regularly taught.

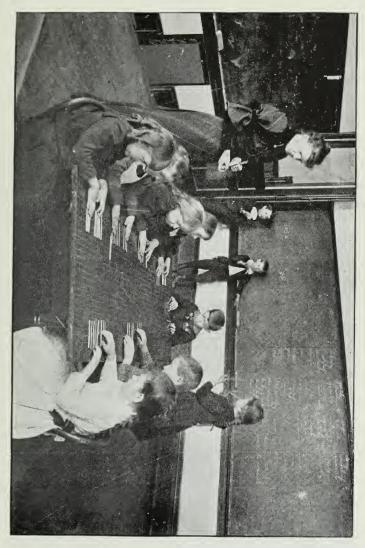
The Literature includes Folk Lore Stories in the first grade; Seven Little Sisters, Robinson Crusoe, and Greek Tales in the second and third grades. The purpose of this work is to create a taste for good literature, to cultivate the imagination, and to increase the child's command of language.

In the Science classes, plants and animals are studied. Live objects are placed before the children as far as possible, and "Why?" rather than "How many?" the leading form of question. The children are encouraged to observe Nature closely for themselves and by themselves, and report the results of their investigations.

In beginning Reading, thoughtful sentences derived from the Science and Literature are made the medium through which the forms are taught.

The Literature and Science also furnish the material used in Drawing, Molding, and Color Work, Written Language, and Spelling.

The studies are thus closely united, and the ideas developed in one study being often called out in the others, are more thoroughly learned.



PUPIL TEACHER AND CLASS



PUPIL TEACHER AND CLASS

SOLDIERS' ORPRANS' HOME.

NE PLACE of especial interest in the vicinity of Normal is the Illinois Soldiers' Orphans' Home, located about one mile northeast of the Normal University. It is a state institution, with buildings and grounds worth more than \$200,000, and supported by state appropria-

tions amounting to over \$50,000 per annum.

There are at present over 400 children in the Home,—children of deceased or disabled soldiers, who are unable to provide for their families. These children are fed, clothed, and schooled at the expense of the state. To care for them requires the services of about fifty persons. These include superintendent, matron, physician, clerk, seven teachers, and nearly forty employes.

The children assist in the various departments of the Home work, thus acquiring considerable skill in ordinary household and farm labor. The exercise thus secured, together with the care taken of inmates, insures general good health. The death rate is remarkably low, only eight deaths having occurred during the present administration,—a period of six years.

Ample play-rooms are provided for stormy weather, and large and well-shaded grounds for pleasant days. In their out-

door sports the children become quite proficient in the use of the bat and ball, croquet, and in some of the simpler gymnastic exercises. One of the most interesting sights at the Home is seen after the close of school on a pleasant afternoon, when the children are busy with their various games on the ample grounds set



apart for their especial use, and supplied with various appliances which so delight boys and girls after the drill of the school room is over for the day.

A good graded school is maintained for forty weeks of the year, in which are taught the elements of a practical English education. In addition to this formal training, the children have the

advantage of a well selected library of over 2,000 volumes, where they read at stated times under the direction of the superintendent.

One of the best Sunday-schools in the state is held in the Home chapel every Sunday morning at 9 o'clock. The teachers are volunteer workers from Normal, most of whom are students, and who, by their faithful and efficient services, greatly aid those who are in charge of the school.

On Sunday afternoon, at half past two o'clock, a service is held by the superintendent, at which time the children are taught the principles of correct living and upright character. At all these exercises the children join heartily in singing, an exercise in which they greatly delight, and which is an inspiration to all who are fortunate enough to hear it. Visitors are shown through the Home on all week days except Saturday, and are heartily welcomed to the Sunday-school and afternoon service on Sunday. A visit to this institution is full of interest, and time thus spent is not wasted. Dr. DeMotte and wife will gladly welcome any who will call on visiting days and will take pleasure in showing them the workings of the various departments of the Home.



In Memoriam

MISS ALICE M. WILDER

DIED FEBRUARY 27, 1893

AT NORMAL, ILL.



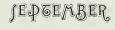


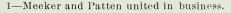
"There are sixty-three acres of matting outside."

—"Lecture on John's Rubbers."

Karendar

(alculated for latitude 40° north, being nearly that of Constantinople, and adapted mostly to the Illinois State Dormal University, and to any state in which the sun, in his daily travels, shall find any of our sons and daughters.





- 3—Miss Margretta Hart makes her third annual visit to the I. S. N. U., ten days before schedule time.
- 7—Club stewards Willard, Goble, Jones, Hodge, Skinner, Jeffers, and For-ever-Young prepare to sand-bag the new students.
- 8—Kunkler walks to El Paso. Johnson's clerk plays student. Kunkler doesn't show up for two days.
- 10—Club stewards charge depot. Kunkler again fooled by Miss Whiting. A cornfield dude and three hundred students arrive.
- 11—Six hundred and ninety-eight letters written midst wailing —.
- .12—School opens. A modern Babel.
- 13—Order restored. The cornfield dude discovered to be Cox. Small, black hair, black eyes—what is it?
- 16-Y. M. and Y. W. C. A. reception. Only fourteen more weeks.
- 19—Rishel, Brown, and Barber et al. begin spelling.
- 20-World's Fair work.
- 24—Grind. Misses Parsons, Emery, and the Wrightonian ante-room. Pierce worships at the shrine of St. J——. Waddle first assistant. Serenade, fifty voices, one hundred feet.
- 28-Caucus for Vidette board.
- 30—Strolling forbidden, under penalty. Small, black hair, black eyes—K-n-ga.



· OPPICERS ·

Wrightonian

Philadelphian

GEORGE H. GASTON, President

SADIE CLARK, Secretary

JOHN W. MUIR, Asst. Secretary

CHARLES BARTON, Treasurer

GEORGE P. CHAPMAN, Asst. Treasurer

DELLA WERSHINSKI, Chorister

PAUL E. GRABOW, Asst. Chorister

MAUD MILLS, Vice-President

WILLIAM L. GOBLE, President

NETTIE DAHL, Vice-President

MARTHA N. BALES, Secretary

BURL P. BAKER, Asst. Secretary

WALTER S. GOODE, Treasurer

JESSE BLACK, Asst. Treasurer

LULU MARKER, Chorister

Sapphonian

MARGRETTA HART, President

GRACE SEALEY, Vice-President.

BERTHA KLEINSUND, Secretary

EVA CAMPBELL, Treasurer

Giceronian

GEORGE COX, President
W. R COTHERN, Secretary
JUSTIN POSEY, Treasurer

CHARLES CONFER, Vice-President JOE JINNETT, Asst. Secretary LANSON PRATT, Asst. Treasurer

() etoper

- 1-Miss James now attends the Methodist church.
- 3-Fair work increases. New student longs for home.
- 5—Things are not what they seem.
- 8—Grabow drives from Kappa with one hand—George gets lost—Miss Nicholson's new method of rapid exit. (Negro wedding).
- 10—Brown and Rishel score a goose-egg in spelling; Barber reaches first base.
- 11-Discourse on dirt.
- 12—1492, Columbus discovered America—Prof. McCormick celebrates.
- 13—Mathematics disagreeable to the Repubs.—Normals beat the Towns 12 to 2.
- 14—Politics. Muir goes to Peoria. No record of the return.—A foot ball breaks Guy's nose.
- 15—Second picnic to Mackinaw. Kanaga—11 ducks—one shot.—Joe D.'s serenity of mind sadly disturbed.—Skelly, Wright, Larkin, Barrett debate.
- 20—Joke by Prof. McCormick.
- 22—Union program.
- 29—John Murphy makes four engagements with Miss P—s. (???)



Wrightonian Quartette

S. F. PARSON, 1ST TENOR J. G. BROWN, 2D TENOR JAS. A HODGE, 1ST BASS A. O. NORTON, 2D BASS

Philadelphian Quartette

WARREN JONES, 1ST TENOR J. REECE, 2D TENOR E. BACKER, 1ST BASS H. BACKER, 2D BASS

Ladies' Quartette

CORA BARNEY, MEZZO SOPRANO JENNIE SMITH, CONTRALTO LULU MARKER, ALTO

CLARA RUHL, SOPRANO

Vocalists

MARY SAGE ELOISE HILTON DELLA WERSHINSKI J. D. MURPHY

Pianists

JULIA A. TOOLE SADIE CLARK ELIZABETH PARSONS FRED HOBART

Philadelphian Orchestra

DAN THOMPSON, 1ST VIOLIN GEORGE GASTON, FLUTE

EFFIE WHITZEL, 20 VIOLIN T. A. HILLYER, CORNET

NELLIE PHILLIPS, PIANIST FRED HOBART, VIOLINCELLO

I. S. N. U. Band

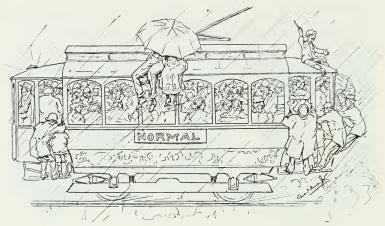
T. A. HILLYER, LEADER AND MANAGER

T. A. HILLYER, SOLO B-FLAT CORNET W. B. FISK, SOLO B-FLAT CORNET WM. BRYANT, E-FLAT CORNET

MARTIN DRIESBACK, 1ST B-FLAT CORNET CHARLES JONES, 2D B-FLAT CORNET DANIEL THOMPSON, BARITONE P. E. GRABOW, PICCOLO B. W. McGINNIS, TUBA MERTON PEABODY, TENOR WALTER JONES, SOLO ALTO CUTH. PARKER, 1ST ALTO H. D. WILLARD, BASS DRUM LANSON PRATT, SNARE DRUM H. P. SANDERS, 2D ALTO

Movember

- 1—Every student should remain in his room this evening.—Rain, rain, rain. Keith, Goble, Murphy, Bales, Osborne, Parsons, think; ——. Prof. Cook's house ventilated.
- 2-Backer parts with his curly locks. Sends one to Miss H-lt-n.
- 3-Oh! My countryman, how art thou fallen-Kimzey.
- 4—Brown fouls out in spelling, Barber gets left on second base, and Rishel scores the first home run.—Politics run high.—Felmley vs. Colby debate from 3 to 4 p. m.
- 5—Democrats rally. The band plays Annie Rooney.
- 6-Calm before the storm.
- 7—Betting continues. Students go home to vote.
- 8-Election.
- 9—Cleveland elected. (I told you so.)
- 10—Miss Parsons sells old school books to pay for lost bets. Edna Beck wears a new pair of gloves.
- 13-No rest for the weary.
- 15—Song No. 2. Accompanist makes only three mistakes to-day.
- 24—"Ye women of ye oldene times," entertain "ye men of ye present time."
- 25—Ice, ice, slippery ice. Party at Miss Ela's. All walk home at 1 a.m. "They slid there."
- 26-Society.



"Normal has better street-car service than any other city in the west."

—Real Estate Agent.

ACTUAL STATISTICS ...

AND RULES REGULATING STREET-GARS

Seatii	ng Capacity,								30
Avera	ige number passe	engers j	per trip,						143
Numl	per cars running	per da	y, except	when	one or	both	are broken	(which	
i	s half the time),								2
Avera	ige rate, two mile	es per l	our.						

RULES AND REGULATIONS

Cars do not run during a storm or a heavy dew.

Ladies forbidden to gossip or flirt with the motoneer.

Gentlemen or ladies weighing more than 199 pounds avoirdupois will please get out and walk.

These cars are run for nickels, not for the accommodation of the orderly public.

By order of the NORMAL STREET CAR CONCERN.

) ecember

- 1-Some weather. Average weight of contestants, 145 lbs. avoirdupois.
- 3—Exploring expedition for new route to University.



Please Excuse . Mrs. Carrie Hundon.
For Pardiness on Explay Occ. 3, A.M.
Reason. Lostion the way to school.

- 6-James Hodge found writing Physics papers in his sleep.
- 8—F. J. George out of school with a severe attack of megacephalus.
 —Doctor has hopes.
- 12-Average weight of contestants, 125 lbs. avoirdupois.
- 13—Fraulein Sealey imprisoned in the library. Rescued by the Professor of German.
- 16—Still another weather. Contest committee scraps begin.
- 17—Average weight of contestants, 95 lbs. Troy.— Lady's small penknife lost; property of Cutebacon & Co.
- 19—Contest scrap committee report progress.
- 21—Climax reached in committee on contest scraps.
- 22—6 p. m., average weight of contestants, 70 lbs. apothecary. 7-11:25, Normal Hall overflowing with enthusiasm, expectation, and colors. 11:30, silence that could be felt, followed by clapping, wailing, and gnashing of teeth.

Sanasia

- 2-School begins. Misses. Wershinski, Mundie, and Wilson arrive.
- 3-New partnership formed. Wershinski and Co(en).



- 7—Snow-ball battle. Wrights vs. Phils. Moses and Abraham Lincoln. Sleigh party prefers walking home. Stella borrows a wrap.
- 12-Goble and a Tomcat serenade John Keith.
- 13-Enter mumps. Miss Harpstite receives.
- 14—Art Patten visits his "friend."
- 15—Miss Hartmann and Bert McCann come to an agreement regarding algebra. McCann disappears.
- 16-The mumps take Harvey Smith.
- 17—Ora Rhodes writes to The Index for a moustache fertilizer.
- 18—Misses Tryner and Thompson granted an intermission for flirting with the professor.
- 20---Ten flunks in geometry to-day.
- 21-Prof. Bohrer breaks his lead pencil three times on one young lady.
- 23-Bachman discovers himself old enough to vote.
- 24—Pollock and Cook organize a dancing club. First lesson in the toe movement.
- 25—Pollock and the janitor. Second lesson, toe movement.
- 26—Prof. Manchester, Pollock, and the muscular movement.
- 27—Pollock soliloquizes, "—, —— — — — , —
- 28—Cora Barber's hair curled so tight that she is unable to close her mouth.
- 29-Joe Dixon prefers Bloomington churches at evening.
- 30—INDEX editors draw breath for the second time.

-Themes-

A SONG.

(Tune—America.)



Softly the sighing breeze
Soughs through the naked trees,
With mournful tune.
Dimly the pale moon shines
Through yonder moaning pines,
While neighb'ring curlet whines
At flickering moon.

Senior, with clouded brow,
Sees nought of moonlight now;
Thinks but of "theme."
See him, with eye intent
On written pages bent,
While on his face is sent
The candle beam.

Morning, and noon, and night,
On goes the dismal fight,
With patient strains.
Why should my soul be racked,
And my poor pate be cracked,
And on my back be packed
Essays and themes?

Oh, may we live through all,
And heed the final call,
"Your themes are due."
May we together stand,
And when the last command
Go out through the land,
Our work to do.

Keprasis

- 1-Mud, measles, and mumps.
- 3—Alcorn returns from Mumpville with a full crop of hirsute appendages.

 —Cic. banquets Saph.—Misses Barber, Smith, Fletcher, Snell, and
 H. Kanaga, make a raid and steal Keith's and Goble's apples.
- 4-Warren Rishel sings, "Hark King Bibler's army comes, tramp! tramp! tramp!" Muir swears off.
- 5-Muir goes to church.
- 6-Will Skinner tries the lovers' bridge with a young lady.
- 7—A terrible inundation follows the above episode.
- 15—Because of the prevalence of mumps and measles the I. S. N. U. will close for a week.—Pantagraph.
- 17—Wesleyan and Normal societies exchange programs.
- 18—Wesleyans visit the Wrights. Charles W-r-n-ck, E. Hil--n, L-lu H-rt, L-u Bur--ss, St-ll- El---d have a good time at the rear of the hall. (?)
- 20—Wrights and Phils scorched by the Wesleyans.

 —Keith has the mumps.
- 22-Miss Wilson buys flowers.
- 23, 24, 25-Lectures by Prof. John Dewey.
- 27-Death of Alice Wilder.





President's Reception

About the first Monday of each month the President's reception occurs. This time is set apart so that the President may get acquainted with all those who desire to complete the High School and Normal Courses in three and one-half terms, and those who spend their time in serenading, strolling, calling, standing on porches, gossiping, negligence, laziness, or in any other study in which they are very proficient.

The guests are all received in the reception room, and sometimes their conversations and social chats with the President are so pathetic that they leave with tears in their eyes, and very often they never call again. The President would like to abolish this social custom, but it seems that the students who mostly attend these little gatherings will not hear of it. So it is supposed it will not be abolished.

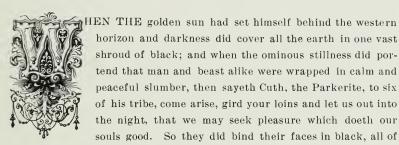




- 1-Much more mud, measles, mumps.
- 2-Willard and Dixon meet in the hall (Warnock's).
- 3-Parker (Cuth) has another attack of mumps.
- 5—(Sunday.) Special policeman fires Professors Norton and Parson from the campus.
- 13—Archie comes back minus whiskers.—Carrie Kraeger has a beautiful dream.—Discourse upon dirt.
- 15—Mendelssohn quintette club. Young men flirt with girls on front seat.
- 16—Card party at Hetfield's. John Cook wins the booby.
- 17—Goble sticks a pin in his shoe and tries to prick the editor of The Index, in the Literature class.—Oratorical contest.—Warnock asks five girls for society without success.
- 19—Mr. M. and Grace Sealey attend church.—Prof. Cavins gets married.
 (By report.)—Perry Skinner, "Is it better to have loved and lost than never to have loved at all?"
- 21—Ed. Backer gets a savage glimpse of Othello.—Stein has the night* horse.
- 23—Paulen bids her farewell for 7 days, 4 hours, 39 minutes, and 2 seconds.—Cuth Parker tries jumping from a train.—Vacation week.—Zoll out till 1 a. m. every night.—Wallace, Goode, Goble, Grabow, Waddle, Willard, Hodge, copy themes.
- 27-A raid.
- 28-Another raid. (A chicken raid.)



· A (HICKEN BAID.



them, and there were, all told, seven of them: Cuth, the Parkerite; Walter, of the house of Goode; Fred, the Mutterer, of the seventh generation; William, the Smooth; Waddle, the Herbertite; Pierce, the Williamite; and Oliver, the Zollbuzite.

And when they came unto the land of the Pennelites, they took counsel; and they said to one another, come, let us rob a hen roost and give the fowls to our FRIENDS, that they may have more talents and love us therefor. So Fred, the Mutterer, because he was an slim man, crawleth through the hen coop and placeth in his bosom a good old hen and a young cock, who maketh much disturbance. Then the men with short legs, of which there were, all told, two, did take a barrel and put one fowl thereunder and set it in the land of Mary, and the other fewl did they send to the land of Rose. And Walter, of the house of Goode, then arose and said: "Brethren, let it not be known by any man who did these things, for, verily, it will not be well with us." But lo! in the land of Mary there was an woman who did see the whole affair, and she sayeth unto herself, "Now will I fool them a trip." And when the morning was come, and when the cock had crowed, she did tax these young men and bring them to task, and they did look sorrowful and say to one another, "What things are there that a woman knoweth not?"



- 1—Students return. Kanaga receives \$2 for supporting the Democratic ticket.
- 2-I want to see my "maw."
- 5-Prof. Cook fails to ring bell for recess.-Offers to treat.
- 6-Charles Warnock and Miss Nicholson out strolling.
- 7—Prof. Cook lectures on the evils of night wandering.—Meeting, Sec. A.—Y. M. and Y. W. C. A. social.
- 8—Judge Hartmann sleeps through two orations during the contest.

 —Pierce reads Miss S.'s letter for the seventh time.
- 9—Cuth Parker studies Mills' Political Economy till 12, and is chased home.
- 10-Keith loses his personal identity and responds to Miss E-ck's name.
- 11—Two undignified(?) Seniors—Misses Hart and Cunningham. Dr. Suleeba talks on the English language.—Fall of Jones and Dixon.—Debate on the grind.
- 15—The Willard-Waddle combination to take the girls to the grind, for which Waddle received treats.
- 16—The Misses Hart and Eldred are closely hunted by four callers. Normal wins the point.
- 18-Miss Sage's extensive knowledge of Modjeska, Booth, and Barrett.
- 19-Prof. Cook's lecture on fooling one's self.
- 21-Last snow storm.
- 24-Zoll and George depart for the World's Fair city.
- 26-Zoll tries to flirt with an Esquimau.



Frank George spends his vacation in the city.



- 1—Miss Lawrence & Co.'s May baskets. Miss Canterbury receives a hen's-nest for a May basket.
- 2—Warren Rishel carries spelling. Miss Staley, Wrightonia's right hand, leaves for home.
- 2-Miss Hartmann's grade book causes a momentary panic.



- 5-Dagg takes charge of the Institution.
- 6-William Hawley Smith lecture.
- 9—Ciceronian election. No majority.—Walter bids Lulu good-bye.
- 10-Song No. 2-the 256th time.
- 15—The BANK is no longer a bank.
- 17—Prof. Felmley takes an inventory. Cash on hand, \$2.18.
- 20—Wallace serenades on a newly painted porch.
- 23—Song No. 2 again.
- 24—H-dg- and Miss C-rp--t-r are seen strolling for the fourteenth time in seven days. Sec. A girls vote to have trains.
- 28—Miss Wilkins proposes a bribe to the editors.
- 29-Fell Park visits the Lake.
- 30-Memorial Day. Double lessons for Wednesday.



A SELF-EXPLANATORY SKETCH.

Base Ball Association

PRESIDENT, C. C. MILLER VICE-PRESIDENT, A. COWAN FIN. SECRETARY, HARRY SPICKERMAN
FIELD CAPTAIN, W. S. GOODE ASS'T FIELD CAPTAIN, R. A. CONOVER



FIRST NINE

I. W. Taylor, rf.
R. A. Conover, cf.
A. Cowan, lf. & ss.
E. Edsall, 1b.
W. S. Gocde, c.
M. Clements, 3b.
C. C. Miller, p.
F. Patch, ss.
H. Spickerman, 2b.

RESERVES, FIRST

Wallace, ss.

McLean, p.

F. McCormick, 2b.

Wise, p: & lf.

Larrison, cf.

Baker, c. & rf.

Kanaga, c. & rf.

Richards, 1b.

Brown, rf.

Gaston, 3b.

SECOND NINE

RESERVES, SEGOND

O. R. Scott, rf. Warner, rf. F. Parker, lf. Marshall, e. Prince, lf. & ef. Keeley, 3b.

McCart, ef. & 1b. H. Carr, 2b. Cluxton, ss. Burnside, p. Gotes, rl. & 1b.

THIRD NINE

R. Parker, rf. & lf. A. R. Mize, 3b. LeSourd, cf. & rf. Bishop, 1b. & cf. Kirk, 2b. Strong, p. & rf. Diezel, 2b. Flaningam, c. & cf. R. C. Morse, p. Williams, ss.

The Index



FULL BACK GUY

HALF BACKS

COWAN BROWN

QUARTER BACK RILEY

CENTER RUSH BAKER

RIGHT GUARD FISK

RIGHT TACKLE SPICKERMAN

RIGHT END WINTER

LEFT GUARD MOULTON

LEFT TACKLE SMITH

LEFT END BURNSIDE



... Tennis Courts ...

Lavix Betula

Lake Court

Setting Sun

Pretty Birch
BROWN AND FORRESTER

Zuyder Zee

Judas Elm

Lincoln Tree

Rock Court

Catalpa

Evergreen

Lovers' Path

Tournament

Evening Shadow

Elm Shade

North Side

Douglas
BROWN AND KNAPP

Alpha

Birch Tree

Rising Sun

Lovers' Rule

Birch Linden



o Hitchcock Club o

Manipulator of the Gavel,	. CUTHBERT F. PARKER
Seventeenth Vice-Manipulator of the Gavel,	. June Foster
Guardian of the Golden Seal,	Anna Blake
Irresistible Dairymaid,	MRS. CARRIE P. HERNDON
Experienced Grandmatron of the Risin' Generation,	NETTIE T. DAHL
Ethico-Religico-Psychico Silent Partrer,	. FRANK P. BACHMAN
Most Worthy Mistress of the "Lochen" Department,	FRAULEIN ANNA C. EACK
Dispenser of Treats,	. WILLIAM S. PIERCE
Comptroller of the Currency,	Frederick G. Mutterer
Citerer,	. Mrs. HITCHCOCK
Perfectly Delightful { Entertainment Committee, Occasional Visitor,	

o The Mis. Shinn Club o

OFFICERS, ETC.

Materfamilias,									MRS. SHINN
Czarina, .									. MARY WEBER
Curtain Lecturer,									FANNIE SHINN
Piana Virtuoso,									NAN MCGINNIS
Head Singist,									WILLIAM SKINNER
Janitor, .									. H. E. KANAGA
Bouncer, .									ED. QUICK
Sunday Dinner De	votee	,							ARTHUR HILLYER
Smasher of Potato	es, et	c.,	etc.,	etc.	,				GEORGE COX
Lord High Steward	i,								HARRY WILLARD

o Plark's O. N. G. o

MOTTO: EX CONSPECTU

Paterfamilias, .									W. S. WALLACE
Grandmaterfamilias, .									. May Osborn
Vice-Grandma erfamilias,									RHODA LANNER
Secretary of the Excheque	•,								. B. P. Baker
Raiser and Razer of Distur	banc	es,							W. L. Goble
Secret Perpetrator of Diab	olica	1 Sch	eme	s,				1	PROF. E. W. CAVINS
Master of Extemporization	١,								J. B. WALLACE
Flora,									MARTHA N. BALES
Typical Characters,			BA	KER,	BARB	ER,	FARM	ER,	SHEPARD, WISEMAN
TABLES ORIENT AND OCCUPENT									

o Jones' elub o

MOTTO: BEAUTY, WIT, AND WISDOM--ALL ARE OURS

Officers and Other Sir

Big High Chief, .						J. ORVILLE TAYLOR
Big High Chief's Vice, .						. Mary Love
Recording Angel, .						MARGARET MILLER
Official Vecalist, .						. W. D. Scott
Musical Trio, mouth organ						J. PHILLIP MERKER
Official Punster, .						. Eva Murray
Manipulator of Sun Screens	s, .					GEO. L. DICKERSON
Phunny Man,						JOHN VAN CLEVE
Page of the House, .						. JOHN PAGE
					(BELL WHITING
Official Aunties, .			,		7	Margaret Bowie
					(CHARLOTTE RUSSELL
Judas of the Money Bag,						. WARREN JONES

o Giadings' Plub o

MOTTO: REACH AND SCREECH, HELP YOURSELF AND PASS IT ALONG

Royal Dignitaries

Regna Mensae,							Carrie Mundie
Pegasus, .							PAUL E. GRABOW
Punster, .							MAUD SKELLY
Chief Conversation	nalist,						. E. Schlatterer
							J. Frank George
Modern Hercules,							. A. J. Strong
Light of the Club,							. Grace Beam
Herald, .							MARGARET McCune
Superintendent of	Proprie	ties,			,		Della Wershinski
Boss, .	•						HERBERT WADDLE

Political Feonomy (lub

Meets in the Reception Room of the University Each Saturday Morning, from 8 to 10 O'clock.

SUBJECTS STUDIED.

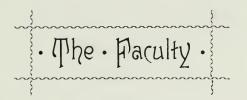
Winter Term, '93, - - Progress and Poverty

Spring Term, '93, Money and the Mechanism of Exchange By W. STANLEY JEVONS

LEADER, PROF. DAVID FELMLEY.

MEMBERS

R. R. Reeder	M. E. Knapp	J. A. Dixon	Bell Whiting
A. O. Norton	J. P. Merker	F. Mutterer	Julia Boling
S. F. Parson	E. W. Quick	B. Baker	Pearl Perry
E. C. Cavins	C. H. Allen	I. N. Warner	Jessie Bullock
J. A. Keith	J. G. Brown	C. R. Travis	Rosa Waugh
J. O. Taylor	C. A. Karch	Anna C. Eack	Margaret Guth



- "He speaks as his understanding instructs him, and as his honesty gives him utterance."—Cook.
 - "His gray hairs will be a benediction for us."—Metcalf.
 - "A man loved by all."—Reeder.
- "O, girls! How oft! how oft! would I have gathered ye under my wing, but ye would not."—Miss Colby.
- "Whatsoever he sayeth or doeth, that doeth he for our own sake; therefore we love him."—Felmley.
- "If to her lot some female errors fall, look on her face and you'll forget them all."—Miss Hanna.
 - "Young in years, but old in wisdom."—Norton.
 - "A man of note."—Parson.
 - "He is a veray parfet gentil knight."—Bohrer.

⇒Eccentricities

SENIORS

"Let these describe the indescribable."

A-D-CH: "And gentle dullness ever loves a joke."

B--L-Y: "Where none are beaux, 'tis vain to be a belle."

B-Ns-N: "Her modest looks the cottage might adorn, Sweet as the primrose peeps beneath the thorn."

CL-RK: "You are uncommon in some things; uncommon small for instance."

C--K: "Civilized man cannot live without cooks."

C-NN--GH-M: "It is an honor that I dreamed not of."

D-HL: "Angels listen while she speaks."

D-v-s: "A modest maid from 'deestrict' school."

Ev-ns: "Softly her fingers wander o'er
The yielding planks of ivory floor."

F--RF--LD: "A concatenation of romances."

F-st-R: "While there is life there is hope."

H-RT: "This heart is true as steel."

H-R-D-N: "For you and I are past our dancing days."

H-LT-N: "Too fair to worship; too divine to love."

H--s-R: "She never told her love."

K-mb-ll: "I cannot tell what the dickens his name is."

K-F--D: "A precious porcelain of human clay."

L--T-N: "Her air, her manner, all who saw admired."

McE-R-Y: "So sweetly she bade me adieu,
I thought that she bade me return."

P-RK-R: "Why don't the men propose, mamma, Why don't the men propose?"

P-TT-N: "Oh! she will sing the savageness out of a bear."

R-TL-DG-: "Cudgel thy poor brain no more about it."

SE-L-Y: "I love not man the less, but nature more."

TRY--R: "In small proportions we just beauties see."

W-B-R: "The lady protests too much methinks."

W-TAK-R: "I'm the last rose of summer."

Wh-t-: "Her cogitative faculties immersed In cogibundity of cogitations."

W-LC-X: "Teach not thy lips such scorn; for it was made For kissing, lady, not for such contempt."

WR-G-T: "If naebody care for me, I'll care for naebody."

Alc-RN: "A proper man, as one shall see on a summer's day."

Arb-g-st: "Magnificent spectacle of human happiness."

E. B-ck-r: "The man that has no music in himself Is fit for treasons, stratagems, and spoils."

H. B-ck-R: "Like,—but oh! how different!"

D-x-n: "He could distinguish, and divide
A hair, 'twixt south and southwest side."

ELL-T: "I was not always a man of woe."

F-rr-st-r: "Young fellows will be young fellows."

G-st-n: "Give, O! give me back my heart."

G-BL-: "He had a face like a benediction."

G--D-: "Few and short were the prayers he said."

GR-B-W: "And what is writ is writ,— Would it were worthier!"

H-DG-: "Love seldom haunts the heart where learning lies."

J-N-s: "His wit invites you by his looks to come, But when you knock, it never is at home."

McC-NN: "Very like a whale."

M-RK-R: "Thy head is as full of quarrels as an egg is full of meat."

 $M\mbox{--}\mbox{RPHY:}$ "For my voice, I have lost it in hállooing and singing of anthems."

P-RK-R: ''If it will feed nothing else, it will feed my revenge. '

PI-RC-: "These little things are great to little man."

P-ll-ck: "I hold he loves me best that calls me Tom."

R-sh-L: "The man of wisdom is the man of years."

R-w-ll: "He was merely a chip off the old block."

Sc-tt: "Now, by two-headed Janus, Nature hath found strange fellows in her time."

W-DDL-: "It's his own Case."

 $W_{-LL-C-}\colon$ " Λ laugh is worth a hundred groans in any market."

W-LL-RD: "With just enough of learning to mis-quote."

W-sc-tt: "How doth the little busy bee Improve each shining hour?"

⇒E@ENTRICITIES....

The heavens such grace did lend her."—Criswell.

- "Comb down his hair. Look! look! it stands upright."— Rudolph.
- "His gestures note; and hark! his tones of voice are all vivacious as his mien and looks."—Muir,

"O, mouth! mouth!

How art thou mouthified!"—Kanaga.

- "Never was gentle lamb more mild."—Knapp.
- "There's nothing he don't know."—Brown.
- "The expression of truth is simplicity."—Smith (Jennie).

"Marriage is a matter of more worth
Than to be dealt in by attorneyship."—Gentle.

- "A little fairy; she flitteth here and there."—Eldred (Alice).
- "She is my essence, and I leave to be, if I be not by her fair influence Foster'd, illumined, cherished, kept alive."—Barber.
 - "A little, round, fat, oily man of God."—Skinner.
 - "He digs for knowledge, like a mole."—Bachman.
- $\lq\lq$ Modest as morning, when she coldly eyes the youthful Phoebus.—Snell.
 - "He's smit; he's passion smit!"—George.

"I have no other than a woman's reason.

I think him so, because I think him so."—Bullock.

"Patiently, I sought the Way."—Zotl.

SECTION F

Meager were his looks; sharp misery had worn to the bone."

—Carl Stine.

"Something between a hindrance and a help."—Bertha Johnston.

"Stately and tall, he moves in the hall,
The chief of a thousand for Grace."—George Cox.

- "For there never was yet a philosopher who could endure the toothache patiently."—Gertrude Hisel.
- "Then he will talk; good gods! how he will talk!"—George Chapman.
 - "So wise so young, they say do not live long."—Walter Jones.

"Time, I dare thee to discover Such a youth and such a lover."—Angie Carpenter.

"High flights she had and wit and will,
And so her tongue lay seldom still."—Carrie Mundie.

- "Tell me, hast thou beheld a fresher gentlewoman? Such war of white and red within her cheeks."—Julia Moulton.
- "I have mark'd a thousand blushing apparitions to start into his face."— $Jesse\ Black$.
- "Thrice, oh, thrice happy, a shepherd's life and state."— James Wallace.
 - "A guardian angel o'er her life presiding;
 Doubling her pleasures, her cares dividing."—Bell Whiting.
 - "None but himself can be his parallel."—Jesse Stone.

"To see her is to love her.

Love but her, and her forever."—Mary Sabin.

"The Prince of darkness is a gentleman."—Cora Barber.

— Class-Room Echoes—

G-BL-: "Question, please?"

EL-I-T: "It seems to me like if ---."

W-LL--E: "I don't know."

J-N-s: "Yes, that is what I meant." "I knew it, but ---."

MUTTERER: "Well I think."

Miss C. (to Elliott, after five minute speech in Shakespeare class): "What is your point?"

Miss C.: "Have you any comment?"

Mr. D-x-n: "Had one, but lost it."

H. B--K-R: "Mr. Shakespeare."

J. O. C.: "Miss Ophelia."

DIRECTIONS IN PHYSICS: "Place the lips of two graduates together so they will not make so much noise."

P--rc-'s Conception of Iago: "Very smooth."

Prof. Norton (to Miss Kofoid, who wishes to make up a lesson in Physics pertaining to wave motions): "Now, Miss K., what lesson do you wish to make up?"

Miss K.: "I don't know what the class had, Mr. Norton, but Miss Cunningham told me that you wiggled a rope and paddled in the water."

Professor of Mathematics (impatiently): "Miss Fl-tch-r, you should have learned by this time to use English in your explanations. Being young, it is possible for you to correct your faults."

(Two minutes later to gray-haired student) "Mr. W-rn-r, I suppose you are not to be blamed for making the same error repeatedly, on the principle that 'it is hard to teach an old dog new tricks.'"

* Dictionary *

TENNIS, v. Courting; loving.

Morning Exercises, n. A study period.

GENERAL EXERCISES, v. Time to whisper; talk; generally applied to ladies in the rear seats.

DIRT, n. Butter on the carpet.

Grade Book, n. An obstacle; a pest; a plague.

Cuffs, n. Temporary slates.

EXCUSE, n. An unlimited pass, good for use only by the H. S. boys.

Serenade, n. A chorus of flat female voices.

Pony, v. t. To steal; lie; cheat.

Pony, n. An article in great demand by the High School.

Study, v. t. To cram; generally used in connection with new students.

SEALEY, adj. Sweet; charming; lovable.

PREPARATORY SCHOOL, n. The lower regions.

Gutta-percha, n. An article purchased by Wallace, Mutterer, Willard, and Jones, sometimes called beefsteak.

Class Room, n. A place for professors to defer explanations.

Spelling, n. An instrument for the development of imaginations.

Rhodes, n. An ornament; a piece of statuary.

Muir, n. A cat; a night prowler.

Hall, n. Quarters for conversations.

CICERO, n. Declamatory bombast.

Philadelphia, v. To plot; to scheme.

Wrightonia (present tense of Phil.) Plotting; scheming.

· Answers to Coprespondents ·

Mr. W. Wallace:—It is *not* always advisable to get on the roof to reach high notes when serenading.

Mr. Keith:—One can often make himself look wise by wearing glasses. No; wrinkled eyebrows do not often signify knowledge.

Messrs. Rhodes, Warnock, Murphy, Moore, et al.—Soak your lips in cold water; this causes a contraction and may force the hair out. To get color, dip in iodine twice a day.

MISS LURTON:—All the young men we know of have steady company at present. Do not grow impatient.

MISS MABEL WILLIAMS:—Notes bear interest when only so worded.

STELLA ELDRED:—We can find no trace of relationship the young man may have with the President.

Mrs. Herndon:—Upon interview, Mr. Dixon stated positively that he made no contract to carry the *trains* spoken of.

Mr. E. Thornhill:—Send your solution of the goose problem to the *Heyworth Howler*.

MISS D. WERSHINSKI:—Yes; we think there is an opening for an agency for Hartshorn's self-acting shade roller.

E. W. C-v-ns:—Read the letter to Mr. B-rb-r. We would also say to you, that your carelessness was inexcusable. Your writing should be more legible, so that the note-bearer could more easily detect the difference between M-lln-r and M-ll-r. If the young lady is satisfied to have the librarian do as your note requests, the difficulty, it seems to us, is settled.

MR. B--B-R:—You should have known that another Fr-d. B-rb-r lived in Bloomington, and that he might have received the note written by the young lady. Nevertheless, since she could not accept the invitation, you were, at least, spared the chagrin of seeing B-rb-r No. 2 in her company. We would advise you to make your invitation in person in the future.



Prof. Felmley "Elucidates and Elaborates."



A Typical Section & Ladies' Meeting

Miss A: "The meeting please come to order."

Miss B: "Please state the object."

Misses C. and D. are meanwhile carrying on the following conversation: "Oh, did he? I thought he would ask Lizzie. Who is your company? Oh yes, I saw you sitting together at recess, and ——"

Rap! Rap! "Order please, ladies."

Miss E: "Miss President, I think we should have trains, because ---"

Miss F: "Miss President, I think we should not have ----"

Miss G: "Miss President, because the bank broke, I think-"

Chair: "Girls! girls! why don't a half dozen more get up? Order, I say."

Miss H: "Miss President, I think it would look so nice ----"

Chair: "The meeting's adjourned."

Miss I. to J: "Yes, he looks very nice when he wears a white collar, and ——" (The remainder unheard.)

Translations....

ROWELL:-

Kein Bitten noch Schelten konnte ihn bewegen.

"Still no scolding could send him to bed."

KOFOID:-

Er rüstet sich zum Kampf.

"He rests at the camp."

MILLER:-

Haltet das Maul.

"Hold the mule."

Pollock:-

Bereite keine Tränke.

"Ride over no horse-troughs."

EVANS:-

Du Echo, holde Stimme dieses Thals.

"Thou Echo, hold the voice of this valley."

Der hat ein Kisnn wie de Drossel einen Schnabel.

"He had a chin like the handle of a spade,"

BENSON:-

Schiller starb zu Weimar.

"Children starve in winter."

ALDRICH:-

Fixsterne.

"Starvation."

ROWELL:-

In den Armen des Schlummers.

"In the poor of the slums."

McCart:-

Denn sie soll dereinst mit ihren Gütern und Gaben

Jenen Jüngling erfreun, der sie vor allen erwählt hat.

"For with her goods and her gifts she shall at once enjoy that young man whom she has chosen from all the rest."

VONDERSCHMIDT:-

Wirklich, mein Wille war auch, wie Eurer.

"Truly, my Willie was also, as your son."

Pollock:-

Die Eltern sich selber Manches entziehn, um zu sparen den Kindern.

"The parents spend much in order to spare the children."

Burnside:-

Der geistliche Herr befragte den Richter was die Gemeine gelitten.

"The pious gentleman asked the judge to what tribe they belonged."

ALDRICH:-

Rastlos nun erklang das Getön der stürmenden Glocke.

"Unceasingly now rang out the tone of the alarm clock."

SEALEY:-

Das schwache Geschlecht.

"The people who are not well known."

Prof. Bohrer:-

Und die starken Zöpfe um silberne Nadeln gewickelt.

"And the large braids were wound around silver hat pins."

BACHMAN:-

Nymphæ passis fontesque lacusque deflevere comis.

"The nymphs with mussed-up hair mourned for the lakes and fountains." (Sedet.)

TAYLOR:-

Ignemque vomentes quadrupes ducunt.

"And they led forth the horses spitting fire."

MERKER:-

Vasti quoque rector Olympi non agat hos currus.

"Even the rector of vast Olympus can't drive this cart."

Le Sourd:—

Sectamque domat ferventibus undis.

"And he reduces the bacon in boiling water."

PRIMER···



O! see the man fall! Will he not be killed? Oh, no; he is a good boy. His name is Cuthbert. He went to see his girl off and now he has fallen from the car. Poor boy.

fall kĭlled Cŭth-bẽrt girl fallen poor

This is a Senior.

How handsome he is.

He has a new vest.

Did he buy the vest?

I do not know, but I think his mother made it.

Sēn-ior new hand-some vest moth-er māde





Here is a Junior.

How he talks to the lady.

Does she like him?

Yes; she likes him very much.

They will go to a lecture, and then they will talk and laugh.

See how the man frowns. I think he does not like the Jun-ior.

Jūn-ior läugh talks frowns lect-ure

· The Bist Jetool Girl ·



Maiden fair,
With nut-brown hair
And lips so rosy and sweet;
Her shining eyes
Reflect the skies;
Her dress, close-fitting and neat.

Her fairy feet
Skip o'er the street
Or trip the tiresome stair,
So light and free,
So gracefully,
Like birds in summer air.

See how she walks!
And when she talks.
The smile so softly stealing
Across her face,
With hurried pace,
Awakes a tender feeling.











Search here and there,
Search everywhere,
But none can e'er surpass
The charming face,
The modest grace
Of a Normal High School Lass.

Unangwered

Fair vision was that half-averted face
In which a pair of questioning eyes must trace
Their answer in the drooping eyelids meek,
Whose soft dark lashes swept the blushing cheek,
For mutely cupid's bow remained unbent
In the rosy mouth, as it had vainly spent
The last swift arrow and was useless quite.
She could not, if she would, have answered right.
Again more earnestly the question fell
Upon her listening ear, then broke the spell;
The shadowing lash unveiled the dark eyes bright,
She faltered, "Unprepared. I can't recite."

An Episode

He stood on the porch at midnight,

When he ought to have been in bed,

When an unknown hand from the window

Poured water on his head.

A Revised College Song

Two students sat in a Caraway seed,
Sing "Polly wolly doodle" all the day;
Her lessons to her he did read,
Sing "Polly wolly doodle" all the day.

CHORUS—Farewell! Farewell! Farewell, my fairy Flo!

Oh, I'm off for any region,

For the jokes at me are legion,

Singing "Polly wolly doodle" as I go.

Her cheeks were of im-Mc-ulate Hugh.
Sing "Polly wolly doodle" all the day;
And he felt like a lover true,
Sing "Polly wolly doodle" all the day.

His chair neared hers, an attracting pole, Sing "Polly wolly doodle" all the day; While fluttered tast his Taylor-made soul, Sing "Polly wolly doodle" all the day.

Their bliss had reached a climax sweet,
Sing "Polly wolly doodle" all the day;
When, lo! the sounds of hurrying feet,
Sing "Polly wolly doodle" all the day.

The door did ope', O, day so drear!
Sing "Polly wolly doodle" all the day;
It filled her heart with boding fear,
Sing "Polly wolly doodle" all the day.

She raised her eyes, her head a-fallin', Sing "Polly wolly doodle" all the day; And what she saw was just a-Paulen, Sing "Polly wolly doodle" all the day.

A genion's Reflections



'Twas the eve before Commencement,
The campus was wet with the dew,
And the breezes whispered softly
As oe'r the grass they blew;
The pale, soft moonbeams gleaming
Through pines and hemlocks tall,
Now gave to the scene a splendor
Unknown to palace or hall.

The graceful, dark green branches
In the breezes slowly swayed,
And on the grass beneath them
Weird, fitful shadows made;
The crickets and frogs were singing
A cheerful, classic tune,
That filled the air with gladness,
That summer night in June.

On a log beneath a maple,
Where the shadows thickly fell,
There sat a stately Senior
Whom every one knew well.
His face, so grave and thoughtful,
Showed signs of earnest toil,
For the hardest, knottiest problems
Could not this Senior foil.

He watched the moon sail slowly
Above the tree tops tall,
He felt the charm of the moonlight,
The crickets, frogs, and all;
As he saw the stars that evening
In the heavens brightly blink,
He found with joy and gladness
At last he had time to think!

He thought of that distant morning— One Saturday, long ago— When first he came to Normal With heavy step and slow; He smiled as he remembered His flight from stewards ten, But now he knows they're harmless— He has been one himself since then.

When at length the first term ended,
How much he thought he knew!
How fast he talked of Fræbel,
And Pestalozzi. too.
To glibly quote from Shakespeare
At all times did he strive,
He carried Grammar seventy-two.
But Spelling—only five!

He toiled so hard the next term,
He grew quite thin and pale;
He thought that all would praise him
For looking like a rail.
But the boys informed him often
Such close work did not pay,
And told him to mix with lessons
Some innocent kind of play.

So in the spring he tried it;
He bought him net and ball,
And played each day at tennis
With the prettiest girl of all.
Her eyes so blue and tender,
Her voice so low and sweet,
Made his heart whene' r he saw her
Much faster and louder beat.

They took long walks in the twilight
They strolled down "Lovers Lane,"
They sat on the bridge till midnight,
For parting gave him pain;
But alas! He well remembered
That night when the lights were dim
When at last, she told him firmly,
She did not care for him.

He thought how the world grew cheerless,
And lite seemed sad and cold,
How he returned to his studies,
While his tennis set he sold.
And when the year was over,
A sadder, wiser man,
He went to rest in the country,
As only a student can.

When the halls again resounded With voices merry and clear, He began to work in earnest With spelling—still most dear; Psychology C, he conquered, But the sixth term's work was done Ere 3 m q + 1/2 Would equal seventy-one.

Aside from this he prospered— Excepting in the fall, When he wagered on the contest With the girl across the hall; Alas! when the fight was over, The other side had won And the bracelet bought seemed costly For naught but seeming fun. At last he was a Senior!
Most wise he soon became;
His introspective method,
Made everything seem plain.
In differentiations
He frequently indulged,
And his systematizations
To others he divulged.

His apperceptive organs
Were now developed well;
About redintegration
And fusion could he tell;
The doctrine of estrangement
A part of himself he'd made;
Of the deepest of psychical questions
No more was he afraid.

But alas! for the thoughtful Senior
With countenance so bland
Absorbed in meditations—
Strange danger was at hand.
Behind with tread most rapid,
And head bent low in wrath,
Came magna bos janitoris,
Along that student's path.

The extraorganic stimulus
Was furnished all too soon,
And ended his reflections
That moonlight night in June;
The muscular mechanism,
Which he had formed before,
Now psychologically saved him,
As over the grass he tore.

· Class-Night Program ·

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SONG BY CLASS. President's Address, . . . MARGRETTA HART Response to Roll Call, CLASS Oration, "Columbian Sufferers of '93" . GEO. H. GASTON Greek Oration, . . . BERTHA RUTLEDGE SONG BY "THE SEVEN." Class Poem, MARGUERITE MCELROY Presentation of Pedagogis, . . EDWARD BACKER Reception of Pedagogis by Juniors, . . . ANNA EACK Quartette. . BACKER, BACKER, HODGE, JONES RECESS. Vocal Solo, J. D. MURPHY German Recitation, P. E. GRABOW Latin Oration, . . . June Foster Apostrophe to the Faculty, . . THOMAS POLLOCK (JENNIE WRIGHT Class History, NETTIE DAHL Class Prophecy, W. L. Goble SONG BY CLASS.

Commencement Program

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Baccalaureate	Sermon	,		•	. JUNE 18
Examinations,	•				JUNE 19, 20, 21
Class Light,					. JUNE 20
Alumni Digh	<i>it</i> , .	٠			· JUNE 21
Commencement	, 9 a. m.	٠			· JUNE 22
President's A	eception,	8 p. m.			JUNE 22
	Kalb	SKONS	pog	1894.	
Fall Germ beg	gins		٠		SEPTEMBER 11
Annual Inter	-Society	Contest,			DECEMBER 21
Winter Germ	begins				JANUARY 1, 1894
Oratorical Con	ıtest,				MARCH 24
Spring Germ	begins				APRIL 2

* The Index · Man *

HERE'S an awful funny boy that's come to our club to stay, An' smash the cups and saucers up, an' put the grub away, An' push the girls all off the porch, an' tease 'em all a heap, An' buy the coal an' order bread to earn his board an' keep; An' all us other boarders, when the supper is all done, We set around the parlor fire an' has the mostest fun A-list'nin' to the funny jokes 'at that boy tells about, An' the Index Man 'at gits you

Ef you Dont

Watch

Onct there was a young man here 'at didn't like his books, An' when he ought 'o studied, took his bat down off the hooks, An' his room-mate heard him softly creepin down the stair, An' when he went to look for him, he wasn't anywhere; An' they seeked him in the dining-room, the cupboard, an' the press, An' up t' the University, en' everywheres I guess, An' when at last they found him, with his arms a-roundabout — An' the Index Man'll git you

Ef you

Don't Watch

Out!

An' one time a saucy girl 'ud allus laugh an' grin, An' make fun of ever'one whenever they "fell in;" An' onct, when they was "company," O thist a lot of folks, An onet, when they was company, of this a fot of lones, She said somethin' awful f:nny, 'at they turned into jokes; An' thist as she was blushin' so, an' turned to run an' hide, They was an Index editor a standin' by her side; An' he wrote her in his note-book, an' made ever'body shout-An' the Index Man 'll git you

Ef you

Don't Watch

An' 'at funny boy, he says, when the sky is blue, An' the stars is sparklin', an' the dove goes coo-oo! An' hear the trees a murmurin', an' the moon is bright, An' you think you'd like so much to "stroll the streets at night." You'd better git your lessons, an' mind all your teachers here, An' not cherish them 'at loves you, nor have a sweetheart dear,

Nor git into scraps an' jokes 'at clusters all about, Er the Index Man 'll git you

Ef you

Don't Watch

.. University Yell ..

 \oplus \oplus \oplus \oplus

Kah-ree! Kah-roo! Kah-zee! Kah-zoo!

Kip-rah-hah! (. S. M. M.!



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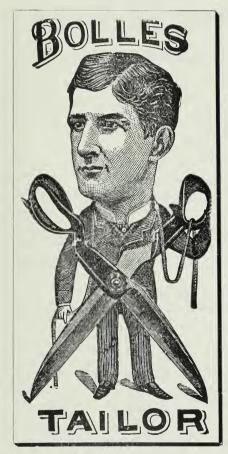
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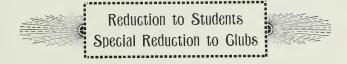
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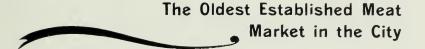


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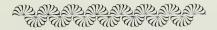
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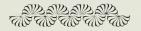
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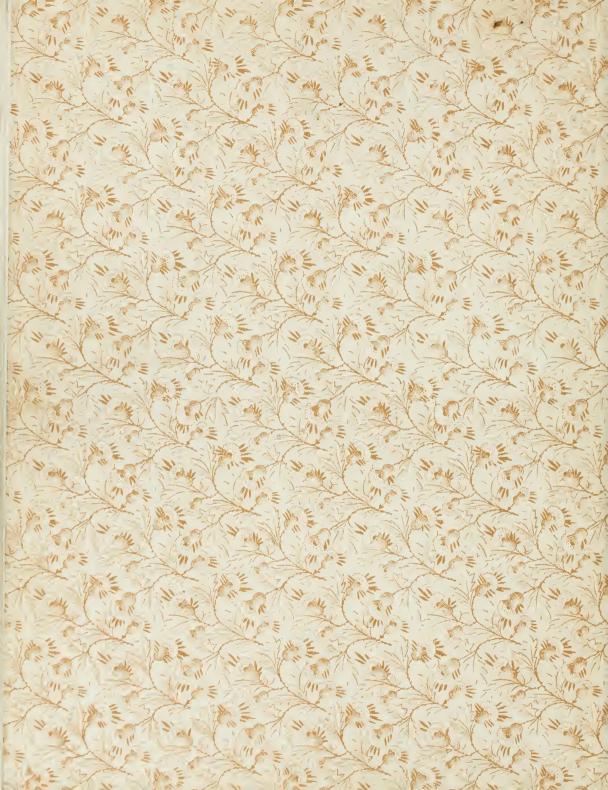
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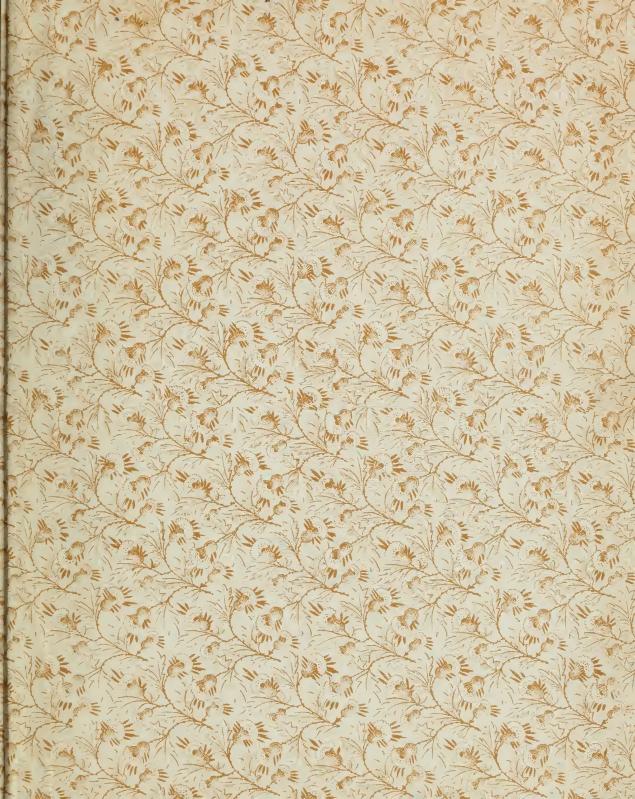
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